

# Killara Primary School 5352

## Annual Implementation Plan 2009

**Based on Strategic Plan for 2008-2010**



<b>Endorsement by School Council</b>	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.	✓
		Philip Clinkaberry 13/12/2007
<b>Endorsement by Regional Director (or nominee)</b>	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	
		[INSERT DATE]

## Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>To improve student achievement levels in all areas of literacy but particularly in writing</li> <li>To improve student achievement levels in numeracy</li> </ul>	<ul style="list-style-type: none"> <li>95% of all students to reach reading Instructional Level 5 in Prep, Level 15 in Grade 1 and Level 25 in Year 2</li> <li>95% of all students to be at or above state benchmarks in reading achievement in Years 3 and 5.</li> <li>90% of all students to be achieving at expected VELs level in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>90% of all students to reach reading Instructional Level 5 in Prep, Level 15 in Grade 1 and Level 25 in Year 2</li> <li>90% of all students to be at or above state benchmarks in reading achievement in Years 3 and 5</li> <li>90% of all students to be achieving at expected VELs level in Mathematics</li> </ul>
<b>Student Engagement and Wellbeing</b>	<ul style="list-style-type: none"> <li>To improve the engagement of boys across the school with particular emphasis on boys moving from Year 3 through to Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>15% improvement in the achievement of boys in school and state based testing as compared to girls</li> <li>At least 50% of Student Leadership positions in the school to be held by boys</li> <li>15% increase in the Student Motivation and Learning Confidence domains for boys in the Attitudes to School Survey</li> </ul>	<ul style="list-style-type: none"> <li>5% improvement in the achievement of boys in school based testing as compared to girls</li> <li>At least 40% of Student Leadership positions in the school to be held by boys</li> <li>5% increase in the Student Motivation and Learning Confidence domains for boys in the Attitudes to School Survey.</li> </ul>
<b>Student Pathways and Transitions</b>	<ul style="list-style-type: none"> <li>To provide a smooth transition for students as they move through the school</li> </ul>	<ul style="list-style-type: none"> <li>15% increase in the Curriculum Coordination and Professional Interaction domains in the Staff Opinion Survey</li> <li>15% increase in the Transitions, General Satisfaction and School Connectedness domains in the Parent Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>5% increase in the Curriculum Coordination and Professional Interaction domains in the Staff Opinion Survey</li> <li>5% increase in the Transitions, General Satisfaction and School Connectedness domains in the Parent Opinion Survey.</li> </ul>

# Implementation

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> 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
<b>To improve student achievement levels in all areas of literacy but particularly in writing</b>	<ul style="list-style-type: none"> <li>Further refine school tracking system to track students' development in literacy</li> </ul>	School Database updated regularly  Develop clear protocols about its use. Develop and implement a policy that states how we use data as a school, in teams and as individuals	All Staff to collect grade results AP to maintain database  Teams and individuals to regularly reflect on data	Ongoing in 2009  Policy and protocols – term 1  Reflection – on going	<ul style="list-style-type: none"> <li>Current tracking system maintained</li> <li>Response to assessment to be evident in teaching focus of work programs</li> <li>Minuted discussions at team level</li> <li>Policy and process in place and operational</li> </ul>
	<ul style="list-style-type: none"> <li>Professional Development regarding more focussed teaching in the literacy block and explicit literacy strategies</li> </ul>	Professional Learning Teams – establish, develop and agree to learning model, build teams, identify professional learning focuses  Coaching – identify needs and provide focussed coaching throughout the year  Introduce literacy learning walks and structured feedback	AP/ Principal PLT leaders to be identified  Principal/AP – identify and employ/source appropriate coach(es)  Prin class and leadership	Establish term 1 Ongoing throughout year  Ongoing in 2009  Protocols – term 1 Introduce – term 2 Implement – term 3	<ul style="list-style-type: none"> <li>Teaching focus for guided reading sessions clearly stated in all work programs</li> <li>5% increase in student achievement in reading levels with comprehension and writing progression points as per school tracking system</li> <li>Coaches in place</li> <li>Individual learning plans identified</li> <li>Documented progress recorded</li> <li>Evidence of shared approaches through discussions at team</li> </ul>

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					meetings
	<ul style="list-style-type: none"> <li>Focussed teaching of writing of different text types</li> </ul>	Utilise Nelson Writing Support materials purchased in 2008  Include text types relevant to Inquiry units in team planners	Literacy Coordinator Librarian Teams Individual teachers  All Staff	Ongoing  Ongoing 2009	<ul style="list-style-type: none"> <li>Support materials used as part of daily classroom program</li> <li>Interactive whiteboards used to model writing text types</li> </ul>
	<ul style="list-style-type: none"> <li>High reliability literacy teaching strategies introduced</li> </ul>	Through PLTs and teaching teams Structured approach to embedding in practice	Literacy coordinator AP Principal Teams and PLTs	Begin term 1	<ul style="list-style-type: none"> <li>Strategies identified as embedded in practice through ID in work programs</li> </ul>
<b>To improve student achievement levels in numeracy</b>	<ul style="list-style-type: none"> <li>Further develop school tracking system to track students' development in numeracy</li> </ul>	As per Literacy	AP/ Principal	2 Days Term 1; 1 Day Terms 2-4	<ul style="list-style-type: none"> <li>5% increase in student achievement in numeracy progression points as per school tracking system</li> </ul>
	<ul style="list-style-type: none"> <li>Professional Development regarding more focussed teaching in the numeracy block</li> </ul>	Professional Learning Teams – establish, develop and agree to learning model, build teams, identify professional learning focuses  Continuation of Sunbury Cluster Numeracy Project- Sue Gunningham consultant Team Meeting time allocated to Professional Interactions regarding	Principal / AP/ Leadership team All Staff  AP/ Principal Sue Gunningham 1/ 2 Team??	Ongoing in 2008  Ongoing in 2009	<ul style="list-style-type: none"> <li>Evidence of shared approaches through discussions at team meetings</li> <li>Early Years Numeracy Interview extended to include Grade 5/ 6 team</li> <li>Student Achievement in Numeracy tracked through EYN On-line Interview</li> </ul>

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		project  Numeracy assessment to include EYN Interview to Year 4 Introduce the Fractions and Decimals component to years 5 and 6	AP 5/6 team	Term 1 and ongoing	
	<ul style="list-style-type: none"> <li>• More consistent assessment methods used across the school to assess numeracy development</li> </ul>	Team & Cross Team Meeting schedule to include time for professional discussion regarding moderation of results	All Staff AP/ Principal	Ongoing in 2009	<ul style="list-style-type: none"> <li>• Meeting Schedule indicating dates for moderation to occur</li> <li>• Team feedback about moderation</li> </ul>
	<ul style="list-style-type: none"> <li>• Audit numeracy resources in the school</li> </ul>	Purchase new resources as required	All Staff Numeracy Coordinator	Conduct audit in term 1 Purchase, catalogue and organise in term 2 In use by term 3	<ul style="list-style-type: none"> <li>• Numeracy resources audited and updated</li> </ul>
<b>To improve the engagement of boys across the school with particular emphasis on boys moving from Year 3 through to Year 6.</b>	<ul style="list-style-type: none"> <li>• Further investigate best practice with regard to the engagement of boys, particularly in literacy</li> </ul>	Professional Reading Build into research – professional learning teams	School Leadership Team	Term 1 2008	<ul style="list-style-type: none"> <li>• Professional Reading Conducted</li> <li>• Best practice identified</li> <li>• Plan for implementation put in place</li> <li>• 5% increase in the Student Motivation and Learning Confidence domains for boys in the Attitudes to</li> </ul>

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	<ul style="list-style-type: none"> <li>Conduct forums for boys in Years 3-6</li> </ul>	Collegiate discussions/ visits outside the school/ cluster Time Allocated during class time for attendance at forums	School Leadership Team	Term 1 2009	School Survey <ul style="list-style-type: none"> <li>Visits to schools conducted</li> <li>Forums conducted</li> <li>Plan adjusted as required</li> </ul>
	<ul style="list-style-type: none"> <li>Address gender equity issues in student leadership positions in the school</li> </ul>	Staff to approach individual students  Students able to apply for Student Leadership Positions using a variety of modes (not just written)  Consideration given to increasing the range and scope of leadership positions	Principal AP 3/ 4 Team Leader 5/ 6 Team Leader  All Staff  Principal/5/6 coordinator	Term 1 2009  Early Term 1 2009  Early Term 1 2009	<ul style="list-style-type: none"> <li>Application Writing Session held</li> <li>Increase in number of boys applying for Student Leadership positions</li> <li>30% of Student Leadership positions to be held by boys</li> </ul>
<b>To provide a smooth transition for students as they move through the school</b>	<ul style="list-style-type: none"> <li>Further develop school tracking system to track students' development in literacy &amp; numeracy</li> </ul>	School Database updated regularly  Students' current level of achievement passed on to new classroom teacher at the commencement of the new year	All Staff to collect grade results AP to maintain database  AP	Ongoing in 2008  Dec 2007 Jan 2008	<ul style="list-style-type: none"> <li>Current tracking system maintained and enhanced</li> <li>Students' current achievements distributed to classroom teachers on return to school</li> </ul>

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	<ul style="list-style-type: none"> <li>Educate parents regarding how to best support their children through their years at Primary School</li> <li>Investigate other ways to involve parents in the education of their children</li> </ul>	<p>Conduct Parent Education sessions</p> <p>Utilise the Framework for Family-School Relationships</p>	<p>AP/ Principal Literacy Coordinator Numeracy Coordinator PTA</p>	<p>From Term 2 2008</p>	<ul style="list-style-type: none"> <li>Parent Education sessions conducted</li> <li>5% increase in the Transitions, General Satisfaction and School Connectedness domains in the Parent Opinion Survey</li> </ul>
	<ul style="list-style-type: none"> <li>Improve communication and knowledge sharing between teaching teams</li> </ul>	<p>Allocate time in meeting schedule for cross team meetings</p>	<p>AP/ Principal</p>	<p>Ongoing in 2008</p>	<ul style="list-style-type: none"> <li>Cross team meetings evident in meeting schedule</li> <li>10% increase in the Curriculum Coordination and Professional Interactions domains on the Staff Opinion Survey</li> </ul>
<b>To improve ICT skills across the school – staff and students</b>	<ul style="list-style-type: none"> <li>PLTs to maintain a focus on utilising ICT as an enabler as part of their discussions and research</li> <li>Interactive Whiteboards PD to be conducted on a variety of levels</li> </ul>	<p>Build into learning structure</p> <p>Component of EDSOFT IWB Deal</p> <p>Develop skill data base</p> <p>Further purchases – IWBs or interactive TVs</p>	<p>PLT leaders</p> <p>Lauren O’Grady Whole staff</p>	<p>On going</p> <p>PD 29/1/09 Ongoing</p>	<p>Increased IWB usage throughout whole curriculum and entire school</p>

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	including: <ul style="list-style-type: none"> <li>○ Whole staff PD</li> <li>○ Coaching and mentoring</li> <li>○ “Tea and Biscuit” sessions</li> <li>○ Techie Brekkies</li> <li>● Suitable software and learning environments</li> </ul>	Fully implement Super Clubs Plus in 3-6 Digital Excellence Awards	Year 3/4 team and year 5/6 team	Start	Statistics indicate 100% of year 3-6 staff and student participation using school facilities.