

Barnawartha Primary School No. 1489

Annual Implementation Plan 2009

Based on Strategic Plan 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.	[INSERT TICK HERE]
		Clint Eckhardt [INSERT DATE]
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]
		Stephen Brown [INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve Literacy with a focus on Writing and Spelling.	<ul style="list-style-type: none"> • At least 85% percentage of students to achieve at or above the expected Victorian Essential Learning Standards for writing by 2010. • For each student to be performing at the expected level in the goal areas of writing and spelling against the continuum, including VELs as specified in the student's individual learning plan. • At least 75% percentage of year 3 and 5 students to achieve at or above the expected Victorian Essential Learning Standards for writing and spelling by 2010 according to AIM data. • Improve the matched cohort (from year 3 to year 5) results in AIM data by an average of 0.9 or greater. 	<ul style="list-style-type: none"> • Compared to 2008 base data, increase the percentage of students to achieve at or above the expected VELs for writing. • Establish continuum for student tracking in writing and spelling. • From 2008 base data, increase the percentage of year 3 and 5 students to achieve at or above the expected VELs for writing and spelling according to AIM data. • Compared to 2008 base data improve the matched cohort (from year 3 to year 5) results in AIM data.
Student Engagement and Wellbeing	To improve students engagement, connectedness and motivation to learn, with a focus on student voice and student leadership.	<ul style="list-style-type: none"> • Improved mean variable score for the Attitudes to School survey in the student motivation variable, by 2010. • Improved mean scores for the connectedness to peers, student safety and student behaviour variables for the Parent Opinion and Attitudes to School Surveys by 2010. • Improved mean scores for the student motivation and student misbehaviour variables for the Staff Opinion Survey by 2010. 	<ul style="list-style-type: none"> • Improved mean variable score for the Attitudes to School survey in the student motivation variable. • Improved mean scores for the connectedness to peers, student safety and student behaviour variables for the Parent Opinion and Attitudes to School Surveys. • Improved mean scores for the student motivation and student misbehaviour variables for the Staff Opinion Survey.

	Goals	Targets	One Year Targets
		<ul style="list-style-type: none"> • Improved mean scores for Connectedness to School in the Attitudes to School survey and School Improvement and Student motivation on the Parent Opinion Survey by 2010. • Improved data for parents, students and staff in relation to school outcomes in the IDEAS Diagnostic Inventory by 2010. 	<ul style="list-style-type: none"> • Improved mean scores for Connectedness to School in the Attitudes to School survey and School Improvement and Student motivation on the Parent Opinion Survey.
Student Pathways and Transitions	To improve student transitions into, through and from the school.	<ul style="list-style-type: none"> • Improved level of parent satisfaction with student transitions indicated by higher variable mean scores as measured by the parent opinion survey by 2010. • Improved mean scores for the connectedness to peers variable as measured by the student opinion survey by 2010. 	<ul style="list-style-type: none"> • Improved level of parent satisfaction with student transitions indicated by higher variable mean scores as measured by the parent opinion survey. • Improved mean scores for the connectedness to peers variable as measured by the student opinion survey.

Implementation

Student Learning

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
Continue to enhance the numeracy teaching practices of all staff.	<ul style="list-style-type: none"> • Allocate Numeracy Leader position <ul style="list-style-type: none"> – Develop clear position description. • Continue to use: <ul style="list-style-type: none"> – The Numeracy Fluency Interview – On Demand Adaptive testing • Investigate the Fractions and Decimals Online Interview. • Develop a shared understanding of what effective numeracy instruction looks like. • Classroom Teachers set individual goals through the Performance review Process in relation to the shared understanding of effective numeracy instruction. • Implement Classroom Walkthroughs. 	<ul style="list-style-type: none"> • Numeracy Leader release time, up to 1 hour per week. • 2 x Professional Learning Team meetings 	Principal Numeracy Leader Numeracy Leader Senior Teachers Numeracy Leader All teaching staff Principal All teaching staff Principal Numeracy Leader	Ongoing Term 1 As per assessment schedule. Term 3 Term 1 Term 1 Term 2	<ul style="list-style-type: none"> • A whole-school numeracy plan has been developed. • Improved numeracy outcomes in terms of Teacher Judgement and NAPLAN data. • A common professional language has been developed among staff around effective numeracy teaching practice. • Teachers are selecting teaching strategies that best match the learning needs and the current developmental stage of students.

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	<ul style="list-style-type: none"> Continue to utilise lesson studies where teachers jointly plan, teach and review a numeracy lesson. Use the Numeracy Fluency Interview continua to ensure that staff are selecting teaching strategies that best match the learning needs and the current developmental stage of students. Utilise Cluster support through the scheduled Numeracy Leader Meetings. 		<p>Numeracy Leader</p> <p>Numeracy Leader</p> <p>Numeracy Leader</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
Continue to enhance the literacy teaching practices of all staff.	<ul style="list-style-type: none"> Allocate Literacy Leader position. <ul style="list-style-type: none"> Develop clear position description. Use understandings gained from the Literacy Common Curriculum to refine assessment schedule. Begin to develop a shared understanding of what effective literacy instruction looks like. Classroom Teachers start looking at their own instruction to set 	<ul style="list-style-type: none"> Literacy Leader release time, up to 1 hour per week. 2 x Professional Learning Team meetings 	<p>Principal</p> <p>Literacy Leader</p> <p>Literacy Leader All teaching staff</p> <p>Literacy Leader All teaching staff</p>	<p>Ongoing</p> <p>Term 1</p> <p>Term 3</p> <p>Term 3</p> <p>Term 3</p>	<ul style="list-style-type: none"> A whole-school numeracy plan has been developed. Improved numeracy outcomes in terms of Teacher Judgement and NAPLAN data. A common professional language has been developed among staff around effective numeracy teaching practice. Teachers are selecting teaching strategies that best match the learning

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	individual goals through the Performance review Process. <ul style="list-style-type: none"> • Introduce the concept of Classroom Walkthroughs in literacy. • Start establishing lesson studies where teachers jointly plan, teach and review a literacy lesson. • Utilise support through the scheduled Literacy Leader Meetings and Literacy teaching coaches. 		Literacy Leader Principal Literacy Leader Literacy Leader	Term 4 Term 4 Ongoing	needs and the current developmental stage of students.
Extend the use of innovative ICT to support teaching and learning.	<ul style="list-style-type: none"> • Allocate E-Learning Leader Position <ul style="list-style-type: none"> – Develop clear position description • Make a structured ICT component for the school's unit planner template • Use a results database within SharePoint to collate data student academic progress, student recognition and conduct. • Explore the use of online mechanisms to enhance self-evaluations, peer-evaluations and teacher evaluations. • Plan time in meeting 	<ul style="list-style-type: none"> • E-Learning Leader release time, up to 1 hour per week. • 2 x Professional Learning 	Principal E-Learning Leader Principal Numeracy Leader Literacy Leader E-Learning Leader E-Learning Leader	Ongoing Term 1 Term 2 Ongoing Term 2 Ongoing	<ul style="list-style-type: none"> • All teacher development plans incorporate ICT professional learning components. • Improvement in the <i>Professional Growth</i> variable in the Staff Opinion Survey. • All staff are becoming more comfortable integrating ICT into their student's learning opportunities.

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	<p>schedule for staff to utilise the epotential continuum and bank of resources</p> <ul style="list-style-type: none"> • Require staff to set small goals to develop their ICT skills as part of the Performance review process. • Arrange for innovative users of ICT to model and support other staff in the use of ICT for powerful learning • Explore the establishment of a student mentoring program to allow confident students to train students &/or teachers in other classes in using specific eLearning tools. • Create opportunities to celebrate and share innovative practice across the school. • Ensure teachers are able to easily access and locate portable devices such as digital cameras, webcams, microphone headsets, laptops etc. • Promote opportunities to contact experts in the area 	Team meetings	<p>E-Learning Leader Principal</p> <p>E-Learning Leader</p> <p>E-Learning Leader</p> <p>E-Learning Leader</p> <p>E-Learning Leader</p> <p>E-Learning Leader All staff</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

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	students are learning about and invite them to communicate online with your students				
Modify and Enhance Whole School Curriculum Plan	<p>IDEAS Program</p> <ul style="list-style-type: none"> • Finalise Shared Vision & Values • Ensure programs & policies are unpinned by shared vision and values. • 3 Dimensional Pedagogy (3DP) <ul style="list-style-type: none"> • Explore authoritative pedagogy. • Explore personal pedagogy • Develop School Wide Pedagogy 	<ul style="list-style-type: none"> • 2 x Professional Learning Tem Meetings • Curriculum day 	ISMT Team	<p>Term 1</p> <p>Ongoing</p> <p>Term 1 & Term 2</p>	<p>School has an agreed vision and values statement.</p> <p>The values and vision of the school are evident in the School's polices and programs.</p>

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	<ul style="list-style-type: none"> Monitor individual leadership opportunities. 		Student Leadership Coordinator	Ongoing	
Continue to improve practices and procedures for managing student attendance.	<ul style="list-style-type: none"> Allocate Student Attendance Responsibility. Develop strategies and process to monitor and address absenteeism aligned with the Regional Absence Plan. 	<p>Planning time and administration.</p> <p>Develop & implement process for monitoring and addressing.</p>	<p>Primary Welfare Officer</p> <p>Primary Welfare Officer Principal Business Manager</p>	Ongoing	<ul style="list-style-type: none"> Decrease in student absence. With particular emphasis on individual students at risk. Improved outcomes in terms of <i>Connectedness to School</i> in Student Attitudes to School survey.
Build on student wellbeing programs.	<ul style="list-style-type: none"> Allocate Student Wellbeing coordinator. MATES Program <ul style="list-style-type: none"> Allocate time slot Develop a consistent format of instruction Establish program with term focuses that are kept flexible for immediate concerns. Establish feedback process for staff development. Reassess School Student Management Plan to reflect Restorative Practice model. Demonstrate the ability to respond to each student's 	<p>Planning and administration time.</p> <p>1 x 30min time slot per week.</p> <p>1 Professional Learning Team meeting per term focussed on Student Wellbeing</p> <p>Database of student conduct, wellbeing,</p>	<p>Primary Welfare Officer</p> <p>Primary Welfare Officer</p> <p>Principal</p> <p>Primary Welfare Officer</p> <p>Principal</p> <p>Primary Welfare Officer</p>		<ul style="list-style-type: none"> Improved outcomes in terms of <i>Student Moral, Student Distress and, Connectedness to Peers</i> in the Student Attitudes to School Survey.

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	<p>personal situation or needs, e.g. as reflected in the Calmer Classrooms Publication</p> <ul style="list-style-type: none"> • Investigate feasibility of Hobbies Program with outside school support & skills. 	<p>recognition and leadership opportunities. Develop a process to respond to student misconduct.</p> <p>Write to families, local businesses and community members to gather interest.</p>	<p>Primary Welfare Officer</p>		
<p>Resource Smart Schools</p>	<ul style="list-style-type: none"> • Allocate Resource Smart Schools Coordinator • Ensure this is the responsibility of Physical Environment Sub Committee • Implement Planet Saver Recommendations • Implement Water Efficiency Plan Priority One Recommendations • Enhance Waste Wise Program • Investigate Biodiversity Opportunities. • Investigate the development of a concept map 	<p>Funding from Planet Savers Program</p>	<p>Resource Smart Coordinator</p> <p>Physical Environment Sub Committee</p>		

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	<ul style="list-style-type: none"> - Seed raising - Paths - Gardens / orchard - Compost / worm farm area • Explore the development links with organisations and departments such as; <ul style="list-style-type: none"> - Catchment Management Authority - Landcare - Indigo Shire - Department of Sustainability and Environment - Department of Primary Industries. • Curriculum Review 				

Student Pathways & Transitions

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Continue to develop an improved preschool to prep transition program.	<p>Form a working party to review and document the preschool to prep transition procedures.</p> <p>Discussion with new prep parents around transition program to develop improved methods of transition.</p> <p>Revisit and modify preschool to prep transition procedures.</p> <p>Establish close relationship with Playgroup through the use of BPS.</p> <p>Transition Schedule/time line formulated with Barnawartha Primary School, Chiltern Primary School, St Josephs Primary School Chiltern, ABC Learning Centre.</p>	<p>Morning Tea Meeting</p> <p>Individual Interviews</p> <p>PLT</p> <p>Joint meeting (Term 1 @ Chiltern)</p>	<p>Prep Transition Coordinator</p> <p>Principal</p>	<p>Week 3 Term 2</p> <p>Ongoing</p>	<p>Transition plan is complete and modifications are made from continuous improvement methods.</p> <p>School has an effective relationship with local school groups and childcare facilities/organisations and is seen as a collaborative working group.</p>
	<p>As part of the above investigate and develop close relationships with ABC Child Care, Chiltern Preschool, Barnawartha Play Group as well as developing other</p>	<p>Invite once per term.</p>	<p>Principal</p> <p>Prep Transition Coordinator.</p>	<p>Ongoing</p>	<p>School has effective working relationship with local ABC Childcare and is seen by community members as a positive program within the school.</p>

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	strategies to make the school known and gain enrolments. Continue with opportunities to interact with Parties. <ul style="list-style-type: none"> • Cultural Performances • Reading opportunities for primary students. • School visits. 	Visit once per term.			
Develop an improved year 6 to Secondary College transition program in conjunction with the Wodonga Urban Cluster.	Develop grade 6 transition coordinator position. Be an active participant in whole Wodonga Urban Cluster Transition Strategic Plan.	Primary Principals Meetings Wodonga Urban Principal meetings Shared PLT's	Principal Grade 6 transition coordinator All staff	Ongoing	Students leaving Barnawartha Primary school are fully prepared for their secondary setting. Teachers have provided all relevant information for the Secondary settings.