

Koondrook Primary School 2265

Annual Implementation Plan 2007

Based on Strategic Plan 2005-2009



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.	<input checked="" type="checkbox"/>
		[Oscar Aertssen] [19 th March 2007]
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	<input checked="" type="checkbox"/>
		[Jennie Callow] [19 th March 2007]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p><i>To improve student achievement in the VELS English and Mathematics domains.</i></p> <p><i>To provide a manageable learning environment that recognises the organisational health of staff</i></p>	<p><i>The proportion of students assessed at being at the expected level (VELs A, B, C) to be 90% across all English and Mathematics dimensions.</i></p>	<p><i>The proportion of students being assessed at the expected level (VELs A, B, C) to be at least 80% across all English and Mathematics dimensions in 2007.</i></p> <p><i>Value added in VELS at 0.45 for each student in 2007</i></p> <p><i>Staff Opinion to improve Motivation ,Clarity, Empathy, Engagement and Learning to be at the effective range in 2007</i></p>
Student Engagement and Wellbeing	<p><i>To provide a learning environment where students are challenged, engaged and connected to teachers and peers.</i></p>	<p><i>Student Attitudes to School Survey-Improvement in net % indicating students' perception of the school to be excellent.</i></p> <p><i>Staff Opinion Survey- continued improvements towards state means.</i></p>	<p><i>Student Attitudes to school Survey-Teacher Effectiveness, Teacher Empathy, Student Distress, Connectedness to Peers and Classroom Behaviour to be at 50% in 2007.</i></p> <p><i>Staff Morale to increase to be at state average in 2007.</i></p> <p><i>Improvement in staff opinion survey of Learning Environment, Student decision making, Effective Discipline Policy and Curriculum Coordination.</i></p>
Student Pathways and Transitions	<p><i>To further improve student transition from home to school, pre school to prep, from class to class and from year 6 to year 7.</i></p> <p><i>To refine opportunities for student development and leadership across the school.</i></p>	<p><i>The proportion of parents reporting satisfaction with transitions programs to be at state mean.</i></p>	<p><i>To involve all students in years 4, 5 and 6 in leadership programs in 2007.</i></p> <p><i>The proportion of parents reporting satisfaction with the Prep and year 7 transition programs to be at 50 % or better in 2007.</i></p>

Implementation

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
<p>Student Learning</p> <p>Focus on effective teaching and learning in English and Mathematics across the school.</p> <p>To sustain a performance and development culture across the school</p>	<p>VELs- 2007 focus on Mathematics pedagogy and curriculum through: -Delivery of in-house PD to teaching staff as required and with AGQTP funded facilitator, Rob Vingerhoets. -Peer observation of classroom modelling</p> <p>PoLT- component mapping for new staff Incorporating Classroom observation Program, continued</p> <p>Development of Teacher Professional Learning Teams across Kerang</p>	<p>AGQTP funding, CRT release for English and Maths coordinators to engage in classroom modelling from budget. Time in PD schedule/PLTs for delivery of Maths PD.</p> <p>English & Maths Coordinators supported in classroom modelling. Budgets to support English & Maths development.</p> <p>PoLT resource package</p> <p>3 different models, 2 meetings per term</p>	<p>Rob Vingerhoets to facilitate the program for school based numeracy learning teams. English & Maths Coordinators, then all staff individually</p> <p>I & E educator</p> <p>Cluster PLTs.</p> <p>I&E educator</p> <p>Principal</p> <p>Principal and individual</p>	<p>Ongoing, over the year</p> <p>End of Term 1 2007</p> <p>Ongoing</p> <p>End of year celebration session-sharing of best practice</p> <p>Commencing end of 2006, culminating end 2007</p> <p>Ongoing but with mid year review emphasis</p>	<p>The implementation of effective and innovative ways of presenting mathematics. Classroom environments reflect the integrated nature of VELs & PoLT</p> <p>Joint planning, increased teacher satisfaction on Staff Opinion Survey</p> <p>Production of Units and being used by all staff</p> <p>Plans link to SSP and AIP</p>

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	<p>Cluster</p> <p>Development of whole school Integrated Units that embeds high order thinking and ICT</p> <p>Individual teachers to develop their performance plans which will be aligned to the SSP and AIP</p> <p>Use and understanding of school level data to assist school improvement</p>	<p>Student-free time</p> <p>Link to learning team structure to develop and implement plan</p> <p>Data to be made available on new school server.</p>	<p>teachers</p>	<p>Planning meetings, as per area schedules</p>	<p>School data to inform planning</p>
<p>Student Pathways and Transition To continue the development of procedures and processes which ensure a smooth, formalised transition across all levels both internal and external.</p>	<p>Broaden pre-school to school processes and improve communication between the two sectors</p>	<p>Continue discussions with pre school teacher to implement and extend current transition practices</p>	<p>Principal and Prep teacher</p>	<p>Term 1, review current program and revise.</p> <p>Implementation to commence Term 2</p>	<p>Improvement in POS- particularly in transitions.</p>

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Student Engagement and Wellbeing To provide meaningful learning in an atmosphere that is fair, firm and valued.	Continue Student Leadership Program Junior School Council Understanding Poverty Reduce the level of absenteeism CASES Roll reports	Michael Grose Leadership Package Align to school council elections Cluster Student Free Day Funded by Welfare and Schools Implement "It's not OK to Be Away" program Identify and flag individual students/families	PWO and year 5 students PWO and interested staff Narn Walker Welfare Cluster to organise Discussions at Cluster level to develop an agreed approach for all schools. Principals and welfare officers Office staff, PWO, Principal	Terms 3 & 4 Monthly meetings Term 1 Commence Term 1 Term 1 and ongoing	Improvement on Attitude to School Survey especially student distress, classroom behaviours and student safety POS- Approachability SOS- Teacher empathy Reduce absenteeism