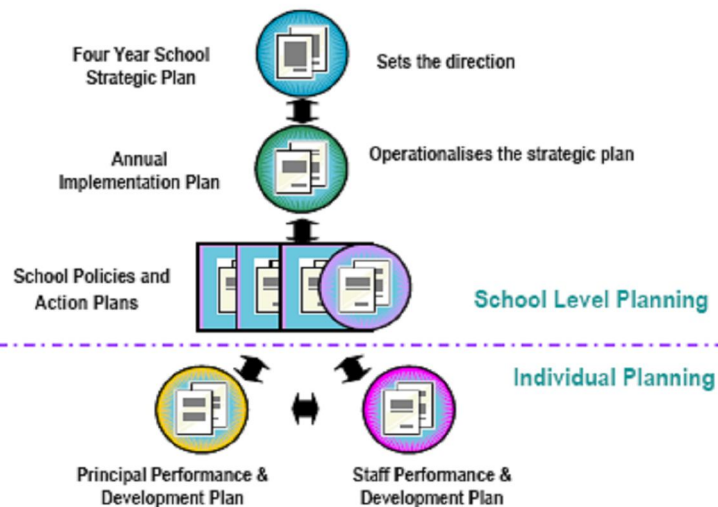


Albert St Primary School 2009 Annual Implementation Plan

Based on Strategic Plan developed for 2006 - 2009

Figure 1 – Levels of School Planning



Principal Signature:

Date:

School Council
Signature:

Verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.

Date:

Regional Director
Signature:

Verifies that the Regional Director (or nominee) has endorsed this Annual Implementation Plan

Date:

Annual Implementation Plan

Goal (from School Strategic Plan): Improve Student Performance in Numeracy Across The School.

Key Improvement Strategy (informed by your AIP/SP self evaluation and most recent data): Establish a whole school approach to explicit teaching and learning of numeracy, based on assessment for learning.

Is a detailed plan required to assist implementation of this improvement strategy within your school YES

What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
<p>Develop a whole school approach to teaching numeracy and identify focus areas through assessment.</p>	<p>Build Principal knowledge of high quality instructional practice through the LV Network Instructional Leadership Project.</p> <p>Build Leadership Team knowledge and skills of effective team practices through participation in the Leading Effective Teams project.</p> <p>Develop a clear role statement and expectations for the Numeracy Leader.</p> <p>Provide opportunity for Numeracy coordinator to work with other coordinators, with the Moe TALC(Teaching and Learning Coach), in the cluster, identifying common areas of need and strategies for effective leadership.</p> <p>Teachers have included a Numeracy focus in their Performance Plan, based on classroom Numeracy data that links to AIP focus.</p>	<p>Principal</p> <p>Leadership Team</p> <p>Numeracy Leader</p> <p>PLT / Maths Action Group</p>	<p>Term 1 2009</p> <p>Principal and Assistant Principal to work with staff to identify area of focus for P&D plans, based on classroom assessment data.</p>	<p>A whole school plan included in the Curriculum plan, documenting curriculum term by term across P-6 in all strands on mathematics, where Working Mathematically is integrated across all areas.</p> <p>An agreed model is adopted and documented for the structure of teaching a Numeracy session P-6.</p> <p>Improved numeracy outcomes in both Teacher VELS judgments and NAPLAN data. The difference in VELS teacher judgments for students achieving expected level from Prep to Year 6 will be reduced. i.e.: at end 2008 100% Preps achieved expected level in</p>	<p>75% of students will have achieved VELS expectations for all strands of mathematics.</p> <p>NAPLAN & AIM matched cohort growth between Year 3 and Year 5 will be 1.0</p>

	<p>Establish a Maths PLT Brief includes whole school action plan based on data collection, analysis and priority identification of “hot spots” for focused work</p> <p>Develop and implement a whole school plan to implement the Mathematics domain of VELs.</p> <p>Develop teacher knowledge and skills around explicit teaching and classroom organization.</p> <p>Use the PLT, Unit meetings and staff forums to engage teachers in the use of assessment data to inform quality instruction and planning for particular cohorts in their classrooms.</p> <p>Explicit use of Mathematics Developmental continua to ensure staff select teaching strategies that best match learning needs.</p> <p>Implement the Maths Online interview and VCAA On demand general adaptive assessments and common assessment tasks across school.</p> <p>Build teachers knowledge and skills in effective mathematics teaching through a range of professional development opportunities: e.g. observation of effective Mathematics teaching on Fractions & Decimals DVD, and implications for own classroom practice.</p>	<p>Unit Leaders</p> <p>Teachers Assistant</p> <p>Principal</p> <p>Principal</p>	<p>Regular meeting time for PLT and Unit teams as per Meeting schedule (PLT allocated twice per month and one whole staff forum per month-run by PLT and Numeracy Leader.</p> <p>Curriculum day Term 1 2009- Michael Wymer</p> <p>Unit teams meet weekly and includes focused discussion on Numeracy Teaching and Learning)</p> <p>Assistant principal to work with Unit Teams, PLT and Numeracy Leader to discuss individual progress of students, particularly tracking Students at Risk- ESL, Gifted, below expected level, Koorie, PSD).</p>	<p>number as compared to 53% Year 6.</p> <p>The whole school assessment schedule will reflect as, for and of learning and track student progress P-6.</p>	
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Goal (from School Strategic Plan): Improve Students' Knowledge, Skills And Behaviors In ICT

Key Improvement Strategy (informed by your AIP/SP self evaluation and most recent data): Develop teacher capacity in use of ICT in teaching Literacy and Numeracy across the whole school.

Is a detailed plan required to assist implementation of this improvement strategy within your school – Yes (elearning plan)

What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
<p>Develop elearning leaders role and include in leadership team Continue to build elearning leaders capacity through e-learning forums and working with Ultraset coach.</p>	<p>Elearning Leader Leadership Team</p>		<p>By end Feb 2009</p>	<p>Staff opinion survey indicates professional growth is at or above state mean.</p> <p>A range of ICT applications will be used by students, teachers and at the PLT level</p>	<p>Role description published</p>
<p>Establish elearning PLT (with representation from all areas of the school) to develop and implement an elearning plan.</p> <p>PLT to investigate ICT scope and sequence plan designed by other schools and adapt to suit ASPS needs. E.g.: Commercial Rd PS</p>	<p>PLT</p>		<p>Established by end Feb 2009. PLT Meetings twice per month (Wednesdays) Whole staff forums once per month.</p>	<p>Elearning plan will have been developed with staff input. PLT members will be able to contribute and share at whole staff forums with confidence Teachers refer to scope and sequence to inform planning of Literacy and numeracy lessons.</p>	<p>75% of students achieve VELs expected levels for ICT domain by end Semester 2 2009</p>

<p>All staff complete epotential survey and include a focus area in their P&D plan for 2009</p> <p>Develop a culture of sharing good ICT websites and resources amongst P-6 staff.</p>	Staff meeting	All staff	By end Feb 2009	<p>Improved teacher confidence in use of ICT - POLT component mapping staff and student surveys, from 2008-9</p> <p>100% completion of epotential survey</p>	E potential survey completed with specific presence in performance plans
Build the schools ICT infrastructure to increase reliability.	ICT roadmap and elearning plan	Technicians Elearning Leader Principal	Commenced Jan 2009 and continued regularly throughout year.	Students using ICT in Literacy and Numeracy block throughout school.	Staff reports of computer failures decreases (yellow slips) by 50% or more
Introduction of ICT peer coaching model	Ultranet coach Elearning leader EOI- coachee		During Term 3 2009.	Coach and Coachee will be observed in use of ICT during Term 3&4.	Coachee will take on a peer coach in Term 4 or Term 1 2010.

Goal (from School Strategic Plan): Improve Student Performance In Literacy Across The School.

Key Improvement Strategy (informed by your AIP/SP self evaluation and most recent data): Establish a whole school approach to precise teaching which is based on assessment,

Is a detailed plan required to assist implementation of this improvement strategy within your school – Yes

What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
<p>Establish a whole school approach to precise teaching which is based on assessment,</p>	<p>Build Principal knowledge of high quality instructional practice through the LV Network Instructional Leadership Project.</p> <p>Build Leadership Team knowledge and skills of effective team practices through participation in the Leading Effective Teams project.</p> <p>Develop a clear role statement and expectations for the Literacy Leader.</p>	<p>Principal</p> <p>Unit Leaders</p> <p>Literacy Leader</p>	<p>Commence Term 1</p> <p>By end Term 1</p>	<p>PLT members actively contribute and reflect on practices during discussions.</p> <p>Teachers are planning based on assessment.</p>	<p>At each year level 75% of students will have achieved VELs expectations for reading and writing.</p> <p>In AIM reading and writing, the cohort growth between year 3 and year 5 will be 1.0 VELs level.</p>
<p>Develop agreed practice of assessment for Literacy teaching</p> <ul style="list-style-type: none"> • What do we do? • Why do we do it? • What does it tell us? • How do we use it? • How can we use it? • What will look different if we are successful? 	<p>Audit assessment practices at each unit level in Literacy areas.</p> <p>Literacy PLT will consider consistency of assessment practices across whole school.</p> <p>Use of data to inform teaching (Assessment for learning) Particularly in transitioning areas. Consideration across 2-3 and 4-6needed.</p> <p>Focus on Assessment as, of and for learning and the associated feedback practices</p>	<p>All staff</p> <p>Literacy Leaders</p> <p>GLIS</p> <p>Reference ready teacher</p>	<p>Unit Meetings</p> <p>Literacy PLT</p>	<p>In classrooms there are whole class, small group and individual instruction using a variety of approaches based on specific needs.</p> <p>Teachers are trialling</p>	<p>Achievement in reading will beyond the midpoint in the SFO band for all year levels.</p> <p>Value add 0.5 VELs level for every child in grade 3&4.</p>

	P-2, 3-4 and 5-6 are shared via unit meetings.			suggested tools and proformas. E.g. observation circles	
Use of NAPLAN results to inform whole school practice	At staff meeting consider NAPLAN data at question level. Common data trends across school are identified and used to inform practice.	Assistant Principal, Literacy Leader Teachers	Staff meeting		
What are effective teaching strategies for Wordwork and spelling? <ul style="list-style-type: none"> What does this look like in the classroom at each level (units) 	Whole staff meeting (short), Unit levels then PLT Use of continua to inform appropriate curriculum for different levels.	Staff	Staff meeting, Unit Meetings and PLT	More consistent results across all year 3& 4 classes in reading comprehension.	
Embed the literacy practices learnt through the regional Literacy Improvement Teams initiative – <i>Gippsland Literacy Improvement Strategy</i> GLIS- 2009 Putting it into practice: Reading, Writing and Wordwork	Staff update on journey to date. Mentorees, fish bowling, informal reproduction, modelling, coachee and reference ready teacher (Weds) Extend GLIS across all ¾ classes	Literacy Leader GLIS reference ready teacher staff		Track students that are Stanine 3 or below in Torch test in Grade 3&4. Monitor and aim to value add more than .5 VELs level.	
Professional Reading Group	PLT	PLT	Discussion based on reading informs or influences changes in teaching practice.		
Focus particularly on developing student oral language skills	Investigate approaches to teaching and learning of oral language- Utilizing expertise of Speech pathologists and work undertaken in West and South Gippsland and Wellington Network schools, to identify best practice. E.g: Leongatha PS, Newborough East PS	P-2 Unit Literacy PLT			

Detailed Plans

To ensure the AIP captures the full planning process, the school may wish to provide a summary here of all the detailed plans that support the school's operations and implementation of the Strategic Plan and Annual Implementation Plan. (Eg: P & D Culture Matrix, eLearning Plan, Curriculum Plan.....)

Where detailed plans have been established to support implementation of the strategies outlined in this AIP the school may wish to attach these to the AIP itself.

DATA SETS

- School Percentile Report
- School Level Report
- Other reports as determined by the school – particularly in regard to demonstrating 'Value Add

