

Hallam Valley Primary School 4407

Annual Implementation Plan 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.	✓
		Debbie Pejkovic 1/12/2008
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	✓

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>To provide a strategic sequence of education in English and Mathematics P-6, designed to improve student learning outcomes in these areas.</p> <p>To improve the quality of instruction through staff professional development and the implementation of a high quality teaching and learning programs.</p>	<p>Increase the proportion of students achieving at A & B on student reports</p> <p>Approaching 75% of students at or above the expected level</p>	<p>Individual targets set for each student. Focus Group Strategy used to increase the proportion of students achieving at A & B. Teacher assessment based on multiple sources of data (as per the HVPS Assessment Schedule)</p> <p>Class Data analysis meetings with Administration allowing sharing of teacher judgements</p> <p>HVPS sequential maths planner P-6 in number and structure</p> <p>Mentoring and coaching undertaken by all staff – tracked by professional development coordinator. Mix of COACHING and professional development using Voucher System</p> <p>Teaching and Learning coach maths/science working with staff</p>
Student Engagement and Wellbeing	<p>To improve student well-being through developing students' leadership capacity, strengthening social competencies and promoting acceptance of individual differences.</p> <p>To develop strengthen relationship between students, students and teachers and teachers and parents.</p>	<p>Classroom Behaviour - Attitudes to school Survey score approaching 3.0 or State mean</p> <p>Establish a benchmark for Individual Behaviour Plans (data to be tracked and discussed regularly with staff and students)</p>	<p>Passport developed and implemented at all levels of the school</p> <p>Welfare and discipline program refined to specifically target student behaviour and development of social competencies</p> <p>Parent, staff and student surveys reflect improved outcomes in behaviour and safety -closer to the state mean</p>
Student Pathways and Transitions	<p>To improve student transition through the school by providing a coherent sequence of learning P-6</p> <p>Increased focus on transition between grades 2 to 3 and 4 to 5.</p>	<p>Increase the proportion of students achieving at A & B on student reports</p> <p>Approaching 75% of students at or above the expected level</p>	<p>Increase the proportion of students achieving at A & B on student reports</p> <p>Approaching 75% of students at or above the expected level</p> <p>Moderation between year levels on set tasks to continue</p> <p>Student goal setting reflects their learning needs</p> <p>Digital Portfolios complete with work samples and goals</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 Moderation linked to VELs, across teams</p>	<p>Moderation of assessment to be facilitated across year level. Team meetings focus on curriculum delivery and sharing of effective teaching and learning Continue team structure to consist of Prep / 1; grade 2 / 3; grade 4/5 and grade 6</p>	<p>Staff and team meetings to focus on sharing effective T & L strategies Teams to develop assessment rubrics to guide assessments. Harry O'Brien books to guide assessment in Structure.</p>	<p>Leading teachers and teams Meeting schedule to reflect teams meetings for P/1, 2/3, 4/5 and 6</p>	<p>Over the course of the year</p>	<p>Increase the proportion of students achieving at A & B on student reports and decrease the proportion of students achieving at D&E Level Student achievement data reflective of student capabilities especially higher achievers Improved transition of students between year levels Greater understanding by teachers of expectations before and after the year level they teach</p>
<p>Teaching and Learning Coach maths/science</p>	<p>Number and Structure to form the key areas for Focus Group instruction in mathematics. Multiple sources of data to guide assessments. Assessment for Learning to inform teaching in mathematics</p>	<p>Staff and team meetings, planning days</p>	<p>Maths committee and teams to develop assessment rubrics Teaching and Learning Coach maths science</p>	<p>Ongoing</p>	<p>Assessment rubrics in mathematics Improved student outcomes in Number and Structure - Increase the proportion of students achieving at A & B on student reports and decrease the students achieving at D&E Level Approaching 75% of students at or above the expected level</p>

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
Focus Groups	Identify students for inclusion in the focus group for number (Continue to have focus group structure for reading /writing)	During class	Class teachers to use the Focus Group structure to support mathematics learning in number	Ongoing during maths sessions	
POLT Component mapping	Staff component map each other POLT coordinator to map new staff	Set aside staff meeting times to component map Goal set through PDP's to improve POLT areas	POLT coordinator and staff Professional development coordinator	Early in March Ongoing	POLT mapping analysed PD vouchers and PDP's reflect areas for development
Coaching and Mentoring	All staff to undertake coaching and PD through the year	PD vouchers to assist staff development based on needs and POLT VIT mentors as required	PD coordinator, admin, staff	Ongoing over the year. More first semester	Staff to use one hour vouchers for PD (shared between being coached and PD) Improved student outcomes due to refined teaching and learning programs

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
Student Engagement and Wellbeing Improve student wellbeing and safety using: Passport Blast Off program Circle Time Welfare Incentive Program 'Valley Stars' Awards	Redevelop student social competencies through: a) Hallam Valley Citizenship Passport – Passport to Success b) Blast Off Program c) Circle Time regularly and include Valley Star nominations d) Incentive programs nominated by students each term. Nominations for YCDI skills, positive leadership qualities and social competency	Begin establishment on initial 3 curriculum days at the start of the year – PD and Welfare budget to support Class teachers and teams to plan Circle Time sessions in response to class needs	Teaching staff, Leading Teachers and Administration Administration to select Valley Stars from nominations	3 curriculum days start of the year and continue in first few staff meetings Weekly and before the end of each term for the celebration	Passport and Blast Off run smoothly and meet their aims Decrease in classroom and yard misbehaviour. Evidence through Rethinks and Principal class documentation Improved results in all three Annual Report surveys in respect to student behaviour and safety
Pathways and Transition Curriculum Coordination	Improve curriculum coordination across the school by developing a consistent whole school teaching, learning and program P-6 in English and Mathematics. Increase awareness of progression in each domain	Assessment guide for P-2 developed. Make necessary changes to 3-6 assessment guide	Admin, Leading Teachers and teaching staff Students gain greater insight into where their learning is heading	Early term 1	Assessment guide developed Planning documents reflect and consistent approach P-6 Coaching and mentoring voucher system supports the development of teaching staff. Staff making use of these vouchers

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
Digital Portfolios	<p>Goal setting to make transition between year levels easier</p> <p>Complete portfolios for each semester with identified student goals and supportive documentation</p>	Budget to support ICT equipment. Class teachers to negotiate individual student goals	Class teachers – admin to edit prior to sending home	Ongoing	<p>Streamlined process for the development of Digital Portfolios – ICT hardware and timetabling of the resources to support</p> <p>Digital Portfolio process becomes embedded into the school culture</p>