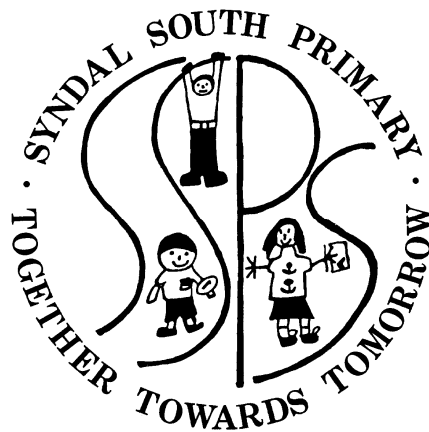


Syndal South Primary School 4924

Annual Implementation Plan 2008

Based on Strategic Plan developed for 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.	✓	
		Susanne Lowe	Brian Searle
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	17/03/08	

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve Student Learning Outcomes through the development of a Whole School Framework for Teaching and Learning	To improve academic performance of students in key areas of English and Mathematics with at least 95% of students Prep to 6 achieving at or above the expected level.	10% or less of students in the bottom range of 'C' in Reading, Writing, Speaking/Listening , Number, Measurement, Chance and Data
		To achieve a minimum growth of 1.0 in matched cohorts in year 3 & 5 AIM Reading, Writing, Mathematics and Number.	Benchmark new NAPLAN data Year 3 & 5 - Reading, Writing, Number. and Mathematics
		To achieve closer correlation between school means for Reading, Writing, Mathematics and Number on AIM testing and Teacher assessment against VELs (within 10% accuracy).	Correlation between VELs and AIM no greater than – Year 3 - Reading 0.1, Writing 0.19 Number 0.19, Measurement, Chance & Data 0.04 Year 5 - Reading 0.1, Writing 0.02 Number 0.13, Measurement, Chance & Data 0.09
		To achieve at least 30% of students above expected VELs levels Prep – 6.	25% or more of students above expected VELs levels Prep -6 Writing Speaking & Listening, Number, Measurement, Chance & Data (Reading currently over 35% at all levels)

		To become a 5 Star Sustainable School. To reduce gas, electricity, water, paper and waste by 10%.	Reduction in gas, electricity, water, paper and waste by 2%
Student Engagement and Wellbeing	To improve Student Engagement and Wellbeing by ensuring that all students are confident, competent learners who are prepared to take risks in order to achieve their personal best.	To achieve improvement in Attitudes to School survey results – Student Motivation – at or above 4.6 Learning Confidence – at or above 4.2	Student Motivation at or above 4.5 Learning Confidence at or above 4.1
		To achieve improvement in Parent Opinion survey results – Student Motivation, Stimulating Learning, General Satisfaction, Social Skills, Approachability and Transitions all at or above 6.0	Student Motivation at or above 5.5 Stimulating learning at or above 5.5 Social Skills at or above 5.55 Approachability at or above 5.44 Transitions at or above 5.6
		To achieve improvement in Staff Opinion survey results – Supportive Leadership at or above 4.3 Professional Interaction at or above 4.4 Goal congruence – at or above 4.3 Professional Growth – at or above 4.1 Curriculum Co-ordination – at or above 4.0 Learning Environment – at or above 4.7	Supportive leadership at or above 4.0 Professional Interaction at or above 4.1 Goal Congruence at or above 4.1 Professional Growth at or above 3.9 Curriculum Coordination at or above 3.6 Learning Environment at or above 4.4
Student Pathways and Transitions	To improve Student Pathways and Transitions Outcomes by ensuring smooth progress of students through the stages of learning, with particular attention to transition points at Prep and Year 6.	Reduce student absence at Prep to no more than 12 days per student per annum.	Prep student absence at or below 16 days per student this year

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 Ensure that teaching methodology and pedagogy are coherent, consistent and sequential - Develop a consistent school wide approach to Literacy and Numeracy with an agreed focus on Writing pedagogy.</p>	<p>Professional Conversation - Writing pedagogy – what do we do already?</p> <p>Undertake PD as a staff on writing strategies, using Literacy Professional Learning Resource.</p> <p>Professional Conversations to link Assessment and Moderation to Writing</p>	<p>Curriculum Day</p> <p>Staff meetings</p> <p>Area team meetings</p> <p>Staff and Area Team meetings</p>	<p>Susanne Lowe Kathryn Sanderson Maria Giannone-Perri</p> <p>Area teams, across teams</p>	<p>Term 2 - 4</p> <p>Each tern</p>	<p>Teams trialling common writing strategies, activities by end of 2008.</p> <p>Team discussions about Literacy Planning – development of draft writing planner for 2009</p> <p>Moderation of writing undertake each term within and across teams.</p>
<p>Develop consistency and congruency with the whole school, Inquiry based Integrated Curriculum incorporating VELs Domains, including the development of Throughlines P-6 (ensuring there is an environmental Throughline).</p>	<p>Curriculum Mapping – what do we want our students to be able to do/understand when they leave in seven years time?</p> <p>Develop draft Throughlines – as a whole staff – refined by working party Planning day for 2009</p>	<p>Curriculum Day</p> <p>Professional Development budget</p> <p>Throughlines Working party meetings</p>	<p>Consultant- Kath Murdoch</p> <p>Throughlines Working party</p> <p>Kath Murdoch and area teams</p>	<p>Term 3-4</p> <p>December 2008</p>	<p>Development of draft Throughlines and Scope and Sequence Chart Prep – 6 – Integrated Inquiry – linked to VELs for implementation in 2009.</p> <p>All teams undertaking Inquiry Units each term of 2008.</p>

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Develop consistency of teaching practice ensuring all staff undertake targeted and common PD in order to build professional dialogue and reflection, develop common beliefs and understandings which continuously improve pedagogy.	Development and implementation of Whole School PD plan Development and Implementation of Team PD Plans Redevelopment of Individual PD and Performance Plans Continue implementation of Collaborative Teacher Learning Project	Individual staff meet with area leaders, team meetings, meetings with Principal, AP Professional Conversations and classroom visits Feedback protocols and proformas	Leadership team Whole Staff Susanne Mandy Michelle Pairs of teachers	Term 1 - 4	All staff have Individual PD plan, all areas have Team PD plans, whole school PD implemented. Staff undertake visits to classrooms, followed by professional conversation using Feedback Protocol
Make Performance and Development Culture a springboard for a co-ordinated approach to Professional Development.	Set timeline for accreditation in 2008. Attendance at P & D Culture Forums Leadership team to develop plan of action – explore website, gather information on what the school has for each element and areas for further development. Leaders unpack individual elements with whole staff. Work through	PD budget Leadership meetings Staff meetings	Visits to other schools by leaders.	Term 1 - 4	Achieve accreditation by end 2008.

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	<p>questionnaire with whole staff – identifying areas to work on. Visit Waverley Meadows PS, use as Reference School</p> <p>Element 2 - Multiple Sources of Feedback – on-going analysis of student achievement data</p> <p>Develop skills in giving and receiving feedback; including different types of feedback and questioning techniques</p> <p>Through Professional Reading and PD with expert.</p>	<p>Staff meetings, area team meetings</p> <p>Leadership Meeting</p>	<p>Leadership, whole staff</p> <p>Leadership team</p>		
Review and revise methods of assessment and moderation across the school to include assessment of, for and as learning.	<p>Introduction of portfolios – through professional reading and discussion</p> <p>Identify some key principles for assessment and reporting – link to Portfolio research.</p>	<p>Assessment and Reporting budget</p> <p>PD session</p>	<p>Kath Murdoch as resource person</p> <p>Whole Staff</p>	Term 1 - 4	Stage 1 of Portfolio Four Year Plan implemented.
Draft Four Year Plan for Portfolio	Identify what we know about portfolios; what do	Professional Development	Whole Staff		Staff have common understanding about Portfolio assessment, have come to consensus

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Implementation attached – 2008 aspects highlighted.	we want to know about portfolios; what we could do as a staff to inform ourselves about portfolios.	Budget Staff meetings PD sessions Area teams	Area teams		about where school will head with Portfolio assessment in 2009.
	Identify Focus Questions - eg What form can the portfolios take? Undertake School visits- focus questions, variety of portfolio types, classroom and specialist teachers to visit.	PD sessions School visits Report back at Staff meetings	Whole Staff Groups of staff		School visits have been undertaken, information gathered has been reported back to staff.
Ultraneet To develop an Action Plan on effective teaching and learning and the successful integration of ICT within the ultraneet framework	All staff complete ePotential survey twice during 2008	Staff meeting	Assistant Principal	Surveys completed by end of Term 1 and end Term 4	Improvement in ePotential outcomes over 2008 survey results
	Whole staff work through eLearning Planning Guide Matrix		ICT coordinator		
	Analyse epotential survey and matrix data to identify school & teacher learning needs. Develop and implement ICT action plan based on above data. Develop an ICT PD folder for each staff member	ICT budget Voluntary PD sessions	Principal ICT coordinator and Experts	Principal	Term 1 and 4 Terms 2-4

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	Each teacher will identify a personal learning focus on successful integration of ICT in their 2008 P&D Plan.	Conversations with area teams, leaders, Principal	Each staff member	Term 2	All teacher personal Performance Plans include a teaching and learning goal on the effective use of ICT in the classroom
Student Wellbeing and Engagement Research and develop a Student Wellbeing policy based on best practice.	Develop staff awareness and toolbox of strategies to use within the classroom in social skills, wellbeing strategies and programs. Develop a culture of sharing ideas and learning from each others expertise.	Curriculum Day Set aside specific time for sharing in staff meetings – teams allocated weekly	Gabby Hutchison Mandy Daws Area teams	Term 4 At all staff meeting throughout 2008	Social Skill strategies, activities, programs embedded in curriculum at all levels. Cross area conversations taking place each term, as part of meeting schedule. Sharing time included in all staff meetings.
Engage all teaching staff in POLT training	Train POLT coordinator Develop a plan for PD of staff in POLT Teams of staff to undertake PoLT surveys with students. Work through results individually and as a team.	PD Budget Leadership meetings Team meeting – sharing results Individual conversations with AP	Gabby Hutchison Principal, Assistant Principal and Leadership team	Term 2-3 Term 3-4 Term 1-2 Term 2-4	POLT coordinator trained POLT PD Plan developed for implementation 2009 60% of staff undertaken POLT surveys with students.
Integrate the Interpersonal	Unpack Interpersonal Development - identifying what is	Staff PD sessions Collaborative	Whole Staff	Term 3-4	Staff using new strategies across teams, evidenced in planning documents.

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Development domain from VELS throughout the school.	already done in this domain – sharing and trialling strategies.	Teacher Learning Project			
Enhance strategies for relationship management such as broadening the use of the Restorative Practices approach.	Share Circle Time strategies Model Circle Time strategies Conduct Circle Time Forums for parents	Whole Staff Individual staff/Collaborative Teacher Learning Project Parent Forum	Gabby Hutchison, Mandy Daws, Classroom teachers Gabby Hutchison	Term 2-4	Circle time conducted weekly in classrooms Conferences used to solve all classroom and yard issues. Parent forums and ongoing information provided via AP's article in fortnightly newsletter.
Explore ways to improve confidence and motivation in Middle Years Students by strengthening Student and Parent forums.	Meet with level 4 team to share 2007 student forums Analyse Attitudes to School Surveys Analyse Student Attitude to School Survey Identify areas to explore in more depth and conduct student forums Plan Parent Forums on student engagement and motivation	Level 4 team meeting Leadership meeting Staff meeting Level 4 team meeting Science room Evening Forums	Level 4 team, AP and Principal Whole Staff AP and Principal AP, Principal and some staff	Term 2 Term 3 Term 4 Term 3	Student forums undertaken. Attitude to School data analysis used as Multiple Source of Feedback by staff. Conduct Parent Forum and implement broadened Parent Education opportunities.
Build on environmental understandings and actions –	Visit to 5 Star Sustainable School to support development of action plan	Energy walk through Regular meetings	Susanne Lowe Sheryl Ecker and Environment	Term 1 - 4	Completion of action plan for achieving 5 Star Sustainable School status. Implementation of strategies recommended as part of Energy Audit.

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Monitor the use of resources and enhance environmental initiatives to become a 5 Star Sustainable School.	<p>Parent to undertake Energy Audit on school, with recommendation for savings and energy reduction</p> <p>Collect baseline data from 2007, collect 2008 data</p> <p>Investigate National Solar Schools Program</p>	Facilities budget	<p>team of teachers</p> <p>Parents including Facilities Coordinator</p>		<p>Completion of Harvesting Storm Water project (CWG)</p> <p>Comparison of 2007 baseline data with 2008 data</p> <p>Developed action plan for National Solar Schools Program application</p>
Transition Improve parental understanding of and involvement in Transition programs.	<p>Undertake review of Kinder Prep Transition Program – specifically parent information/education components.</p> <p>Further develop survey for parents of students involved in Prep transition program to obtain feedback.</p> <p>Create and publish an annual transition calendar, incorporating parent information and activities</p> <p>Build on current relationship with Kindergartens.</p>	<p>Analyse 2007 survey, speak to current prep parents</p> <p>Publicise through Information Packs, Transition Handbook, Kindergartens and school website. Undertake regular visits to Kindergartens etc.</p>	<p>Transition coordinator, Level 1 Team, Principal and AP</p> <p>Transition Coordinator and Level 1 team</p> <p>Transition Coordinator and Level 1 team</p> <p>Level 1 team, AP & Principal – speaking at AGMs,</p>	<p>Term 2</p> <p>Term 3</p> <p>Term 2</p> <p>Terms 1-4</p>	<p>Transition calendar publicised to all prospective parents.</p> <p>Kindergarten visits undertaken for each of feeder institutes.</p>

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Develop induction and transition processes and procedures for new students and parents to the school	Greeting for new students Term 1 and then as they begin throughout the school. Develop process for Classroom teachers to link new student with buddy, check in with family – use of class reps.	Morning tea with new students, Prin, AP and School Captains Catch up visits to classrooms by School Captains – four weeks after arrival.	School Captains, Principal and Assistant Principal	Terms 1-4	Formal induction and transition procedure trialled and documented for commencement in 2009.
Improve transition of children from Year 2 to Year 3 & Year 4 to 5	Time for teachers to undertake collegiate visits – to support movement of students across levels.	Staff Meeting schedule	Team leaders	Terms 2-3	
Introduce improved practices and procedures for managing student attendance.	Explore 'It's Not OK to be Away' program, specifically looking at parental communication.	Newsletter articles Staff meetings Parent education	Principal and AP Whole staff	Term 1 - 4	Use of strategies and resources from 'It's Not OK to be Away' Growing understanding and education of parents related to school attendance. Reduced absence – specifically in prep