

# Annual Implementation Plan 2013

## Chalcot Lodge Primary School

### 5231

Based on Strategic Plan developed for 4 years

Endorsement by School Principal	Signed..... (Principal's signature)  Name Kay Davies  Date 20 <sup>th</sup> March 2013
Endorsement by School Council	Signed..... (School Council President's signature)  Name Paul Newton  Date 20 <sup>th</sup> March 2013
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature)  Name  Date



## Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>1. To improve literacy standards especially Reading and Speaking &amp; Listening</p> <p>2. To improve Numeracy standards</p>	<p><b>1.</b> Use NAPLAN Reading Data to reduce the proportion of students at Years 3 and 5 within the first three bands (At Year 3 Bands 1, 2 &amp; 3. At Year 5 Bands 3,4 &amp; 5)</p> <p><u>YEAR 3</u>            Performance of 2010: 35%            Performance of 2011: 35%            Performance of 2012: 16%  <b>2015 Target for Year 3 is 20%</b></p> <p><u>YEAR 5</u>            Performance of 2010: 62%            Performance of 2011: 28%            Performance of 2012: 33%  <b>2015 Target for Year 5 is 20%</b></p> <p><b>2.</b> Using NAPLAN Numeracy Data to reduce the proportion of students at Years 3 and 5 within the first three bands (At Year 3 Bands 1, 2 &amp; 3. At Year 5 Bands 3,4 &amp; 5)</p> <p><u>YEAR 3</u>            Performance of 2010: 29%            Performance of 2011: 4%            Performance of 2012: 19%  <b>2015 Target for Year 3 is 15%.</b></p> <p><u>YEAR 5</u>            Performance of 2010: 53%            Performance of 2011: 44%            Performance of 2012: 33%  <b>2015 Target for Year 5 is 20%</b></p>	<p><u>Year 3</u>            Performance Target for 2013 – Maintain target at below 20%</p> <p><u>Year 5</u>            Performance Target for 2013 - 25%</p> <p><u>Year 3</u>            Performance Target for 2013 - 17%</p> <p><u>Year 5</u>            Performance Target for 2013 - 28%</p>

		<p><b>3.</b> Using teachers assessments increase the proportion of students achieving an A or B assessment in Speaking and Listening</p> <p>2010 whole school performance- 12.5%  2011 whole school performance- 4%  2012 whole school performance- 8.3%  <b>2015 Targeted performance is 20%</b></p>	<p>Whole school performance target for 2013 - 16.5%</p>
<p>Student Engagement and Wellbeing</p>	<p>To strengthen student voice and students' personal learning skills and provide a student – centred, stimulating learning environment which engages students in their learning</p>	<p><b>1.</b> To increase the score in the learning confidence variable of the Attitude to School Student survey</p> <p>2010 Score: 4.34  2011 Score: 4.33  2012 Score: 4.37  <b>2015 Targeted Score is 4.5</b></p> <p><b>2.</b> Using teachers assessments, increase the proportion of students achieving an A or B assessment in Personal Learning</p> <p><u>Performance 2010</u>  30% achieving B &amp; 1.4% achieving A</p> <p><u>Performance 2011</u>  17% achieving B &amp; 1% achieving A</p> <p><u>Performance 2012</u>  13.4% achieving B and 1.7% achieving A</p> <p><b>2015 Targeted performance</b>  <b>25% achieving B and 5% achieving A</b></p>	<p>2013 target score is 4.4</p> <p><u>2013 targeted performance</u>  18% achieving B and 3% achieving A</p>

<p>Student Pathways and Transitions</p>	<p>To strengthen learning transition into, through and out of the school.</p>	<p><b>1.</b> 90% or more of students from Years 1 - 6 to demonstrate a growth of 0.5 VELS achievement level in a 12 month period in Reading, Writing and Number. Prep students to demonstrate 1.0 VELS growth in their first year.</p> <p><u>Learning Growth for Years 1 to 6 between Dec 2011 &amp; 2012</u>  Reading: 83%  Writing: 79%  Number: 88%</p> <p><u>Prep Learning Growth between January 2012 &amp; Dec 2012</u>  Reading: 88%  Writing: 84%  Number: 88%</p> <p><b>2.</b> Maintain the learning growth in Reading and Writing to be better than the NAPLAN State mean scaled score. To improve the learning growth in Numeracy to be in line with the NAPLAN State mean scaled score.</p> <p>2012 NAPLAN Numeracy Year 5 learning Growth: School 4.3 State: -8</p>	<p><u>Targeted Learning Growth for Years 1 to 6 between Dec 2012 &amp; Dec 2013</u>  Reading: 85%  Writing: 82%  Number: 90%</p> <p><u>Prep Learning Growth between January 2012 &amp; Dec 2012</u>  Reading: 90%  Writing: 87%  Number: 90%</p> <p>Maintain the learning growth in Reading and Writing to be better than the NAPLAN State mean scaled score.</p> <p>To maintain the learning growth in Numeracy to be in line or above NAPLAN State mean scaled score.</p>

## Implementation

Key Improvement Strategies and Significant Projects	<b>What</b> (Actions) the activities and programs required to progress the key improvement strategies	<b>How</b> (Resources) the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
Foster high quality leadership which leads learning, builds leadership at all levels leads the school community and guides change.	<p><b><u>High Quality Leadership Project</u></b></p> <p>Leaders continue to consolidate their understanding of the Developmental Learning Framework.</p> <p>Teachers involved in peer observation and feedback program. Topic/s negotiated amongst teachers.</p>	<p>Leadership PD sessions 2 -3 times a term</p> <p>PD Budget Timetable visits 1 combined PLT meeting</p>	<p><b>Leader: Kay Davies &amp; Monica Ghirxi</b></p> <p>Aspirant leaders</p> <p>PD coordinator PLT 1 &amp; 2</p>	<p>By the end of term 4</p> <p>Term 2</p>	<p>By the end of the Term 4, leaders self-assessing against the Developmental Learning Framework as part of the Performance and Development process and reflections guiding PD.</p> <p>By the end of term 2, all teachers will have completed at least 1 peer observation and feedback session, leading to improved pedagogical practices.</p>
Build teacher expertise and knowledge of the Australian Curriculum, especially to personalise the learning, engage students in the highest quality learning activities and to work in a flexible collaborative manner	<p><b><u>Assessment Project</u></b></p> <p>Disabilities - implement ABLES to designated students who are working at pre AUSVELS level.</p> <p>Implement Koorie Education Learning Plans.</p> <p>ESL Companion to VELs – teachers to be re briefed on use for assessment as required.</p>	<p>Appointment with appropriate classroom teachers</p> <p>Appointment with appropriate classroom teachers</p> <p>Combined PLT meeting</p> <p>Noble Park English Centre</p>	<p><b>Leader: Monica Ghirxi</b></p> <p>Student Wellbeing Coordinator</p> <p>Class teachers</p> <p>Student Wellbeing Coordinator</p> <p>Class teachers</p> <p>Student Wellbeing</p>	<p>Beginning of each term</p> <p>End of term 1 &amp; term 4</p> <p>Term 3</p>	<p>By the end of each term SSG held to evaluate progress and set new goals, to inform curriculum development.</p> <p>By the end of Term 1, student progress is documented using the Koorie Learning Plans</p> <p>By the end of Term 3, all teachers using ESL companion as a resource for curriculum planning and assessment.</p>

	<p>Familiarise teachers with the Australian Curriculum assessment maps as they become available.</p> <p><u><b>Mathematics:</b></u></p> <p>All planning and assessment to be in line with the Australian Curriculum.</p> <p>Develop student self-assessment for Fractions, Decimals, Money and re-evaluate Place Value student self-assessments.</p> <p>Develop Year 7 tests in Number.</p>	<p>Projection Planning</p> <p>Combined PLT meeting</p> <p>Staff meeting</p> <p>Projection Planning</p> <p>Collaborative planning teams</p> <p>PD Budget</p> <p>PD budget</p> <p>Allocated days</p> <p>Staff meeting</p>	<p>Coordinator</p> <p>Class teachers</p> <p>Integration Aides</p> <p>Multicultural Education Aide</p> <p><b>Leader: Anne Tynan</b></p> <p>PLT 1 &amp; 2</p> <p><b>Leader: Anastasia Christopoulos &amp; Monica Ghirxi</b></p> <p>PLT 1 &amp; 2</p> <p><b>Leader: Anastasia Christopoulos</b></p> <p>Yr. 6 teacher</p>	<p>End of Term 4</p> <p>Term 1</p> <p>By the end of the year</p>	<p>By the end of Term 4 all teachers familiarized with Australian Curriculum Assessment Maps and using them to facilitate consistent student achievement.</p> <p>By the end of Term 1 all classroom Teachers collaboratively planning and assessing in line with the Australian Curriculum framework for Mathematics.</p> <p><b>During the year all students in years 3 to 6</b> are self-assessing their achievement in: Fractions; Decimals; Money; and Place Value using the newly developed checklists.</p> <p>During the year all students in Years 3 to 6 placing the self-assessment checklists into their maths books for reflection following pre and post-tests.</p> <p>By the end of Term 4, teachers using Level 7 pre and post-test data to inform curriculum planning and report writing.</p>
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	<p>Develop appropriate Measurement pre / post-tests for Measurement using Mathletics as a resource tool .</p>	<p>PD budget Allocated days Staff meeting</p>	<p><b>Leader:</b> <b>Anastasia Christopoulos</b> All teachers</p>	<p>By the end of the year</p>	<p>By the end of term 4, class teachers using measurement pre and post-test data to inform curriculum planning and report writing.</p>
	<p><b><u>Global Inquiry &amp; Student Voice Project</u></b></p> <p>Revisit with teachers, inclusion in the Global Inquiry Program of: content emersion; explicit teaching of inquiry and presentation skills; student choice of topics; student devised questions (Springvale Rise PS); and student choice of presentation form: eg. ICT / Media/ robotics/ song etc; and teacher assessment &amp; student self-assessment using negotiated Rubrics for years 1 to 6.</p> <p>Consolidate questioning for deep thinking by teachers and students though implementing the Thinking Schedule Prep to 6.</p>	<p>2 Staff meetings PLT meetings Projection Planning Class visit PD budget</p> <p>PLT Meeting Consultant Staff Meetings</p>	<p><b>Leader:</b> <b>Dean Napier</b> PLT 1 &amp; 2</p> <p><b>Leaders:</b> <b>Dean Napier, Anne Tynan &amp; Nicole Natoli</b></p>	<p>Term 2</p> <p>Term 2</p>	<p>By the end of term 2 all teachers implementing the agreed process for teaching and learning in the Global Inquiry program.</p> <p>By the end of term 2 students having input into topic choice, questions for inquiry and choice of presentation form during Global Inquiry.</p> <p>By the end of term 2 students in Years 1-6 self-assessing using negotiated rubrics for the Global Inquiry program.</p> <p>By the end of term 2 teachers and students using the Thinking Schedule and deep level questions during Global Inquiry.</p>



	<p>Teachers investigating and making a decision in relation to the introduction of student led conferences.</p> <p>The History and Science components will be in line with the Australian Curriculum.</p> <p><u><i>E5 Instructional Model :</i></u></p> <p>Teachers review progress in working towards level 4 in relation to Engage and Evaluate;</p> <p>Teachers document current pedagogical practices which demonstrate the various levels of the Explore and Elaborate domains and list future directions.</p>	<p>Staff meeting</p> <p>Projection Planning</p> <p>PD budget</p> <p>Staff Meeting</p>	<p><b>Leader:</b> <b>Dean Napier</b></p> <p><b>PLT 1 &amp; 2 Leaders</b> <b>(Dean Napier &amp; Cathy Bracegirdle)</b></p> <p>PLT 1 &amp; 2</p> <p>Principal Teachers</p>	<p>Term 3</p> <p>Term 1</p> <p>Term 2</p> <p>Term 4</p> <p>Term 2</p>	<p>By the end of term 3 a decision is made by teachers in relation to student led conferences.</p> <p>By the end of term1 all class teachers implementing the Australian Curriculum for History and Science within the Global Inquiry program.</p> <p>By the end of term 1, teachers have a clearer understanding of our progress and future directions in relation to Engage and Evaluate.</p> <p>By the end of term 4 Future directions for pedagogical practices in relation to 'Explore and Elaborate' informing PD and being implemented.</p> <p>By the end of term 2, teachers reflecting on their practices in relation to 'Explore' and 'Elaborate' during the Performance and Review Process.</p>
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	<p><b><u>ICT Project</u></b></p> <p>Teachers and students provided with PD to facilitate use of the Ultranet, Ipads and Laptops as a natural part of daily activities.</p>	<p>Staff Meetings PLT meetings Student ICT Leaders</p>	<p><b>ICT Leaders</b> <b>Tamsin Bearsley Paul Poliviou, Anne Tynan</b>  Ultranet team  All staff</p>	<p>Term 4</p>	<p>By the end of term 4, all students using ICT for self-directed and personalized learning as a natural part of daily activities.</p>
	<p><b><u>Collaborative Project / Australian Curriculum</u></b></p> <p>Teachers collaboratively planning English and Mathematics in line with the Australian Curriculum.</p> <p>All areas of Maths and Reading taught collaboratively.</p> <p>Collaborative teaching of purpose built skill based groups in Writing and Speaking &amp; Listening</p>	<p>Curriculum Days Extended Staff Meeting  Projection planning day  Weekly team level planning  Timetabling  SLIP staff meeting</p>	<p><b>Monica Ghirxi / Paul Poliviou Anne Tynan</b>  PLT Leaders  PLT 1 &amp; 2</p>	<p>Term 1</p>	<p>By the end of term 1, teachers collaboratively planning, teaching and assessing in English and Mathematics in line with Australian Curriculum.</p> <p>By the end of term 1 teachers documenting collaborative groups in Maths and English in weekly work programs.</p> <p>By the end of term 4 an increased % of students achieving above the expected level in Speaking &amp; Listening and Writing</p>
	<p><b><u>English Project</u></b></p> <p>Provision of PD for teachers to gain a working knowledge of the English Australian curriculum.</p> <p><b><u>Speaking &amp; Listening</u></b> Teachers become familiar with and implement the Speaking &amp; Listening component of the Australian Curriculum. Develop and implement a scope and sequence of speaking and listening skills based on the Australian Curriculum to facilitate assessment and planning.</p>	<p>Curriculum Day PLT Meetings Projections</p> <p>2 Staff meetings PLT meetings</p>	<p><b>Leader:</b> <b>Monica Ghirxi</b></p> <p><b>Leaders:</b> <b>Monica Ghirxi David Evans Anne Tynan</b></p>	<p>Term 1</p> <p>Term 3</p>	<p>By the end of term 1 all teachers planning the English curriculum in line with the Australian Curriculum.</p> <p>By the end of Term 3, all class room teachers teaching Speaking &amp; Listening skills and documenting through projections and weekly work programs</p>

	<p><u>Writing</u></p> <p>Implement and review the CLPS Writing Schedule.</p> <p>Investigate grammar resources.</p>	<p>Combined PLT Projections</p>	<p><b>Leaders:</b> <b>Monica Ghirxi</b> <b>David Evans</b> <b>Anne Tynan</b> PLT 1 &amp; 2</p>	<p>Term 2</p> <p>Term 1</p>	<p>By the end of term 2 revised writing schedule being implemented in Prep to 6.</p> <p>By the end of term 1, all classroom teachers using a variety of grammar resources to explicitly teach grammar.</p>
	<p><u><b>Social Skills Project</b></u></p> <p>Implement a Social Skills Program based on the Socially Speaking Program to designated students in years Prep to 6.</p>	<p>PLT 4 meetings PSD Budget Language Support Budget</p>	<p><b>Leader: Monica Ghirxi</b> Integration Aides Language Support Staff</p>	<p>Term 1</p>	<p>By the end of term 1 Integration Aides implementing a Social Skills program to designated students in Years Prep to 6.</p>