

Parkmore Primary School No 4881

Annual Implementation Plan 2009

Based on Strategic Plan 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.	
		Glenda Prior
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	To ensure that all students are extended and supported to demonstrate continuous improvement in their learning; particularly in English and Mathematics.	EARLY YEARS DATA EY Text Level reading with 90-100% accuracy: Prep: Level 5 95% Year 1: Level 15 95% Year 2: Level 20 97%			
		VELS- TEACHER ASSESSED TASKS			
		English (Reading, Writing & Speaking & Listening)			
		Prep	1.00 or above		
		Yr 1	1.50 or above	Yr 2	2.00 or above
		Yr 3	2.50 or above	Yr 4	3.00 or above
		Yr 5	3.50 or above	Yr 6	4.00 or above
		Mathematics (Number, Space, Chance & data, Measurement & Mathematical Reasoning)			
		Prep	1.00 or above		
		Yr 1	1.50 or above	Yr2	2.00 or above
		Yr 3	2.50 or above	Yr 4	3.00 or above
		Yr 5	3.50 or above	Yr 6	4.00 or above
		<ul style="list-style-type: none"> EY Text level reading with 90-100% accuracy: Prep: Level 5 95% Year 1: Level 15 95% Year 2: Level 20 97% At least 85% of students in Prep - 6 will achieve at or above the expected standard (C) in English and Mathematics Expected cohort growth P-6 to exceed State Benchmarks. 			
		School mean for all variables to be within the SFO percentile range			

AIM RESULTS

For each year of this Strategic Plan (2008 -2011) students will achieve at or above the State and SFO Group in Reading, Writing and Mathematics.

The Matched Cohort of students Yr3 /Yr 5 will achieve 1.0 or above.

ATTITUDES TO SCHOOL SURVEY

Variable	Expected Level
Teacher Effectiveness	4.75 or above
Stimulating learning	4.50 or above
Student Motivation	5.00 or above
Learning Confidence	4.75 or above

PARENT OPINION SURVEY

Variable	Expected Level
Learning Focus	6.00 or above
Stimulating learning	6.15 or above

ATTITUDES TO SCHOOL SURVEY

Variable	Expected Level
Teacher Effectiveness	4.50 or above
Stimulating learning	4.35 or above
Student Motivation	4.65 or above
Learning Confidence	4.45 or above

PARENT OPINION SURVEY

Variable	Expected Level
Learning Focus	5.70 or above
Stimulating learning	6.05 or above

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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
Building Futures	Development of a school Masterplan to incorporate flexible learning spaces with sustainable living practices	Invitation into the Building Futures Program	School Council Committee Staff And School Community consultation	Ongoing	Development of a Masterplan reflecting current educational best practice.
Student Wellbeing and negotiated Student Leadership	Build on restorative practices including 'Circle time' across the school. Focus groups with Senior students Implement Primary Pathways Program Continue to develop the Bounce Back Program	Time allocation at staff meetings Resources bought for Primary Pathways	Student Well Being Coordinator and Principal Consultative team	Ongoing	Improvement in Student Safety of Attitudes to School Survey
Support the learning needs of individual students	Individual Learning Plans to be developed for all students in partnership with parents and students	3 Way Conferences	Class teachers in consultation with Junior and Senior Coordinators	Ongoing	Improvement in individual student outcomes
Investigation of next practice in Writing and development of a Writing Scope and Sequence plan for the whole school	As documented in the TPL Action Plan	TPL: 20 days x 3 teachers release time to complete the project	TPL TEAM		Term 1 commencement to be completed by the end of semester 2

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Implementation of a continuum of writing moderation using VELS across school	Moderation to be practised by all teachers using all levels from the school using the documentation	Time made available at professional learning meetings	Level Team teachers	Ongoing	Use of data to show results in writing development Improvement in data of Writing in Year 3 and 5 (NAPLAN).
Develop a whole coalition approach to moderation of writing	Coalition staff to meet in teams then as a whole to moderate writing across the four schools using a specific writing task and genre	Time made available at professional learning meetings	Level Team teachers from Nunawading PS, SpringviewPS, Mount Pleasant PS and Parkmore PS		Use of data to show writing development Improvement in data of Writing in Year 3 and 5 (NAPLAN).
To increase staff and student ICT skills and appropriate usage across the curriculum	Complete and analyse ePotential survey. Provide PD to match staff needs.	Time made available at professional learning meetings	Ultranet Coach ICT Coordinators. Curriculum Coordinator Staff teams	Ongoing	Increase in ePotential staff results with a focus on communication.
AGQTP Program Increase the use of multimedia in Teaching and learning with a focus on mathematics	Involvement of students in partnership with a coalition school in Levels 3 and 4 in the ICT and Maths Network project	Time made available at professional learning meetings	Ultranet Coach ICT Coordinators. Curriculum Coordinator Staff teams	Term 2 and 3	Improvement in collaboration using ICT as a means to raise the focus of numeracy.

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Development and implementation of a Share Point for teachers across the Small Schools Coalition	Establish a share point with a designated URL Professional Development for all teachers with a focus on communication and collaboration	Use of Ultratnet coach to establish and assist in the formulation of the Share point	Marion Spencer – Ultratnet Coach. ICT Coordinators across 4 schools Staff at 4 schools	Term 1 establishment Term 2 implementation then ongoing	Improvement in the collaboration of teachers and students using ICT as a means to raise the focus of numeracy.
Enhance teaching and learning practice in science and technology	Monash School Technology Project	Use of Monash University expertise Level 3 and 4 teachers	Robyne Bowering – Monash University contact With the assistance of Monash Engineering Students develop a learning activity based on science and technology	Term 1 and 2	Improvement in learning and teaching of technology and science across levels 3 and 4 Use of higher order thinking and problem solving skills in the design and implementation of the project. Collaboration across schools' network utilising Share Point facility and ending in a joint expo of completed projects.