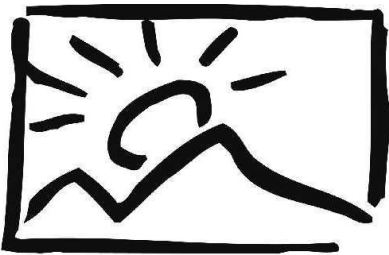


# Annual Implementation Plan 2012

## Tawonga Primary School

### 2282

Based on Strategic Plan developed for 2010-2013



## Tawonga Primary School

*... Healthy. Happy Children*

*Learning to Live!*

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.	✓
		Mr Robert Flower [05/04/2012
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	✓
		Mr Garry Fletcher



## Strategic Intent

	Goals	Targets	One Year Targets																																																																																																																																																																																																
Student Learning	<ul style="list-style-type: none"> <li>To improve student learning outcomes in all areas of VELS</li> </ul>	<ul style="list-style-type: none"> <li>100% of year 3 students to be in NAPLAN Bands 5-6 in Reading, Writing and Numeracy each year</li> <li>100% of year 5 students to be in NAPLAN Bands 6-8 in Reading, Writing and Numeracy each year</li> <li>All students advance at least one VELS level each 2 years in English and Mathematics.</li> </ul>	<p><b>NAPLAN</b></p> <table border="1" data-bbox="1733 474 2706 735"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">Reading</th> <th colspan="4">Writing</th> <th colspan="4">Numeracy</th> </tr> <tr> <th colspan="2">Increase top 2 bands</th> <th colspan="2">Decrease bottom 2 bands</th> <th colspan="2">Increase top 2 bands</th> <th colspan="2">Decrease bottom 2 bands</th> <th colspan="2">Increase top 2 bands</th> <th colspan="2">Decrease bottom 2 bands</th> </tr> <tr> <th>2011</th> <th>2012</th> <th>2011</th> <th>2012</th> <th>2011</th> <th>2012</th> <th>2011</th> <th>2012</th> <th>2011</th> <th>2012</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>From 20%</td> <td>To 40%</td> <td>From 0%</td> <td>To 0%</td> <td>From 60%</td> <td>To 80%</td> <td>From 0%</td> <td>To 0%</td> <td>From 40%</td> <td>To 60%</td> <td>From 0%</td> <td>To 0%</td> </tr> <tr> <td>Yr 5</td> <td>From 50%</td> <td>To 60%</td> <td>From 0%</td> <td>To 0%</td> <td>From 80%</td> <td>To 100%</td> <td>From 0%</td> <td>To 0%</td> <td>From 80%</td> <td>To 100%</td> <td>From 0%</td> <td>To 0%</td> </tr> </tbody> </table> <table border="1" data-bbox="1733 783 2706 1062"> <thead> <tr> <th colspan="7">Year 5 – Matched Cohort performance against State</th> </tr> <tr> <th>Year 5</th> <th>2011 State mean</th> <th>2011 School mean</th> <th>2011 School MC mean</th> <th>2012 State mean</th> <th>2012 School mean</th> <th>2012 School MC mean</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73</td> <td>23</td> <td>32</td> <td></td> <td>80</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>65</td> <td>95</td> <td>113</td> <td></td> <td>70</td> <td>70</td> </tr> <tr> <td>Spelling</td> <td>72</td> <td>100</td> <td>74</td> <td></td> <td>80</td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>89</td> <td>53</td> <td>78</td> <td></td> <td>90</td> <td>90</td> </tr> <tr> <td>Grammar &amp; 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<b>Student Engagement and Wellbeing</b>	<ul style="list-style-type: none"> <li>To improve student absence data</li> <li>To increase student engagement</li> </ul>	<ul style="list-style-type: none"> <li>By 2013 average days absent per child to be less than 13 days per year</li> <li>By 2012 the Student Attitudes to school results for teacher effectiveness, Stimulating Learning and Student Motivation to be above the 80<sup>th</sup> percentile.</li> <li>All variables in the Parent Opinion Survey to be above 75<sup>th</sup> percentile</li> </ul>	<p><b>Staff Opinion</b></p> <p>Increase school mean :  student motivation from <b>90% to 95%</b>  Student Misbehaviour from <b>80% to 85%</b></p> <p><b>Student Absence:</b></p> <p>Decrease the school mean absence rate from <b>18.9 to 16</b></p> <p><b>Parent Opinion</b></p> <p>Increase student motivation from <b>45% to 55%</b>  School Connectedness from <b>80% to 85%</b></p>																								
<b>Student Pathways and Transitions</b>	<ul style="list-style-type: none"> <li>To improve transition programs for all students as they move into, through and exit the school.</li> <li>To continue to work on our whole cluster approach to student transitions</li> </ul>	<ul style="list-style-type: none"> <li>Transition variable on the parent opinion survey to remain at or above 80<sup>th</sup> percentile.</li> </ul>	<p><b>Parent Opinion</b></p> <p>Increase the mean score for Student Transitions from <b>80% to 85%</b></p>																								

## Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) 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
<b>Student Learning</b>					
<p>To continue the implementation of the Hume Region Literacy Strategy by improving classroom techniques and skills</p> <p>(Identify the specific technique/s appropriate for your school context)</p>	<ul style="list-style-type: none"> <li>Professional learning – teachers work with colleagues from neighbouring cluster schools to reflect on practice, peer mediation of student work samples.</li> <li>Schools actively engage community – provide information and opportunities that showcase and celebrate literacy learning</li> <li>PD for majority of cluster writing teachers years 3-10 in “Seven Steps to Writing Success</li> </ul>	<ul style="list-style-type: none"> <li>Teachers attend two cluster PLTs per term. Focus on reflection and peer observation/coaching with view to improving outcomes in writing. CRTs funded through Prof Devt budget.</li> <li>TPS to hold a display of literacy work at each year level P-6 at a public venue (eg Tawonga Hall?) Hire of Hall &amp; display boards from fundraising.</li> <li>Individual School PD budgets</li> </ul>	<p>Principal and each classroom teacher</p> <p>Principal and each classroom teacher</p>	<p>Two cluster PLTs each term.</p> <p>Education week</p> <p>First day of semester 2</p>	<p>Teachers have at least 80% attendance rate at cluster PLT meetings for 2012</p> <p>Improved cluster scores in NAPLAN writing</p>
<p>To continue the implementation of the Hume Region Numeracy Strategy by improving classroom techniques and skills</p> <p>(Identify the specific technique/s appropriate for your school context)</p>	<ul style="list-style-type: none"> <li>Numeracy Fluency assessments used across the school</li> <li>Numeracy assessments for learning include Online Interview P-2, On demand testing 3-6</li> <li>Teachers 3-6 further develop students’ ability to “Think like a Mathematician” with increased use of maths300 task centres &amp; MWA kits.</li> </ul>	<ul style="list-style-type: none"> <li>Time release given for Numeracy online interview and fluency assessments</li> <li>Use of cluster-supplied Maths with Attitude kits</li> </ul>	<p>Principal and new maths coordinator, Kellie Rutherford</p>	<p>term 1 - Assessments in NFA</p> <p>term 2 – MWA &amp; Math300</p> <p>term 2 &amp; 4: Online testing</p>	<p>NFA’s updated for each student term 1</p> <p>Use of MWA material by each class 3-6 by end term 2</p>

support use of the Ultranet, and enhance teacher use of ICT with ne IWBs	<ul style="list-style-type: none"> <li>• Use ultranet for schoolwide project developed using e5 principles</li> <li>• All teachers encouraged to make at least weekly use of IWBs</li> <li>• Each class encouraged to use Polycom web conferencing unit</li> </ul>	<p>Use PD time in term 2 to share skills and if necessary seek PD in use of new IWBs</p> <p>PD funds made avail for IWB Prof Devt</p> <p>Use Polycom unit for at least one session in each of the 3 series of cluster PDs</p>	<p>Principal, Ultranet Lead User</p> <p>Principal</p> <p>PLT team leaders</p>	<p>Term 1</p> <p>Terms 1,2</p> <p>Terms 3,4</p>	<p>All students have studied one unit of work by Ultranet</p> <p>Teachers use IWBs regularly – at least weekly</p> <p>Each teacher has been part of PD delivered via Polycom unit.</p>
Set up and utilise new teaching spaces in a way conducive to 21 <sup>st</sup> Century T & L	Flexible groupings for literacy allow students to move across traditional age level barriers between our 3 classes for literacy and/or numeracy.	Staff meeting & Prep time used by teachers to make arrangements that will benefit students achieving at either higher or lower levels by allowing them to move to a neighbouring class for Reading / writing / numeracy sessions	Class teachers, esp EG and SK	From term 1	A number of students better served and more engaged by more flexible groupings.
<b>Student Engagement and Wellbeing</b>					
<p><b>Learning Context</b></p> <p>To implement the Hume Region T &amp; S Package on Positive Relationships and or Protocols for teaching</p> <p>(Identify the specific technique/s appropriate for your school context)</p>	<p>To improve our practice in</p> <p>#5 Explicit teaching &amp; direct instruction</p> <p>#7 Feedback &amp; reflection</p>	<p>Use staff PD meeting time to further explore these teaching techniques.</p> <p>Use the Hume T &amp; S package, together with the PoLT PD technique of agreeing to trial a certain element of the teaching technique and then reporting back to the next meeting.</p>	Principal	Terms 1, 2	Improved self-rating on the Hume region self assessment tool
Review Student Engagement Policy and audit against current policy and practice	<p>Review our SWEP, and update where necessary in light of needs of students at this time, and changed staff since policy was written.</p> <p>Review current practices in light of the new SWEP</p>	Staff Meeting Time	Principal in consultation with all teaching staff	Term 2	Review document produced comparing current practices with the Student Engagement Policy

Pathways and Transitions					
Year 6-7 transition enhanced in the area of high expectations	<p>Year 5-6-7 PLTs undertake joint assessment of student writing samples.</p> <p>Year 5-6-7 PLTs undertake joint PD in the teaching and scaffolding of skills in writing.</p>	<p>Cluster PLT meetings</p> <p>PD funds</p>	<p>Principal and PLT leaders</p> <p>Principal and PLT leaders</p>	<p>term 1 and 2</p> <p>First day of term 3</p>	<p>All teachers at year 5,6,7 writing have undertaken at least one exercise in joint assessment (moderation)</p> <p>At least 80% of cluster teachers have undertaken said PD in teaching of writing.</p>
<p>Enhance K – P Transition</p> <p>Begin hosting Kindergarten program on-site</p>	<p>Build on existing transition program by continuing P-1 teacher visits to Kindergarten during the year – one in term 1, one in term 4.</p> <p>Aim for local kindergarten services to begin term 2. From that time kinder and Prep teachers to communicate on a regular basis and visit each other's class</p>	<p>Re-arrange library or Art time one or more weeks to release our new P-1 teacher to spend some time at the Kindergarten both during and after children's program.</p> <p>Significant funds will be required. Application to be made for a grant to complete necessary toilet and kinder yard works.</p>	<p>Principal and P-1 teacher</p> <p>Principal and committee of interested parents (sub-committee of school council)</p>	<p>terms 1 and 4</p> <p>Preparation: term 1</p> <p>Hosting of K3 and K4 programs term 2</p>	<p>P-1 teacher has made 3 visits to Kindergarten session during the year – one during term 1 and two during term 4.</p> <p>Kinder services underway term 2.</p> <p>Prep teacher knows kinder children by name by term 3</p>