

# **Heany Park Primary School**

## **School No: 5345**

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## **Annual Implementation Plan 2008**

**Based on Strategic Plan developed for 2006 to 2009**

***(Updated: 5<sup>th</sup> May 2008)***



**School Principal:**

**Barbara Crowe**

**School Council President:**

**David Kowal**

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<b>Endorsement by School Council</b>	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.	✓
		Barbara Crowe 19 <sup>th</sup> March 2008
<b>Endorsement by Regional Director (or nominee)</b>	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
<b>Student Learning</b>	To improve student achievement in Literacy and Numeracy through a whole school approach, with specific emphasis at Levels 3 and 4 in Reading and Number.	<p>Focused improvement in student achievement as measured by AIM for Years 3 &amp; 5, with the matched cohort to show growth of 1.0 level, (VELS).</p> <p>To track the progress of Years 2 and 4 cohorts over the period 2006 to 2008, to generate improved results and ensure that:</p> <p>i) 80% of students are achieving at or above the indicative level in Reading and Number by the end of Year 4.</p> <p>ii) 78% of students in Reading and 82% of students in Number, are achieving at or above the indicative level, by the end of Year 6</p>	*Refer to the 2008 English & Mathematics Targets as attached to this document
<b>Student Engagement and Wellbeing</b>	<p>To improve student wellbeing and engagement through a whole school approach, with specific Middle Years emphasis.</p> <p>To continue to provide a safe and caring learning environment.</p>	<p>The 'All Students Years 5 &amp; 6', Connectedness To School variable, to be at least 70% 'agree' by 2008 as measured by the Student Attitude to School Survey. *(2007 Result: low 50%)</p> <p>The 'All Students Years 5 &amp; 6', Student Safety variable, to be at</p>	<p><u>Target:</u> The 'All Students Years 5 &amp; 6', <i>Connectedness To School</i> Mean, to be 4.31 *(2007 Result: 4.29)</p> <p><u>Target:</u> The 'All Students Years 5 &amp; 6' <i>Teacher Empathy</i> School Mean to be 4.30, with results showing a reduced inconsistency from Year 5 to Year 6. *(2007 Result: 4.36)</p>

		<p>least 75% 'agree' by 2008 as measured by the Student Attitude to School Survey. *(2007 Result: low 30%)</p>	<p><u>Target:</u> The 'All Students Years 5 &amp; 6', <i>Student Safety School</i> Mean to be 4.21 *(2007 Result: 4.01)</p>
<p><b>Student Pathways and Transitions</b></p>	<p>To promote our school to the local community to ensure:</p> <p>i) all families receive high quality information on our educational opportunities and achievements.</p> <p>ii) a supportive transition process for all students.</p>	<p>The proportion of parents reporting:</p> <p>i) satisfaction with the pre-school to school transition and orientation program to be greater than 80% by 2008, as measured by the school's 'Prep Entry Parent Survey'</p> <p>ii) 'General Satisfaction' to have a Mean above 5.4 as measured by the Parent Opinion Survey. (Based on 2005 '6 point' scale)</p>	<p><u>Target:</u> The proportion of parents rating their satisfaction with the pre-school to school transition and orientation program as 'Very Good' to be greater than 77% *(2007 Result: 73.4% Very Satisfied)</p> <p><u>Parent Opinion Survey:</u></p> <p>i) General Satisfaction: Mean 5.7 (Based on '7 point' scale) *(2007 Result: 5.40)</p> <p>ii) Transitions: Mean 5.3 *(2007 Result: 5.34)</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><b>Student Learning</b></p> <p>To prioritise a whole school Learning and Teaching approach to English and Mathematics in keeping with the Victorian Essential Learning Standards.</p>	<p>Implement procedures to observe and apply Best Practice in the learning and teaching of Reading Comprehension and Number.</p> <p>Implement 'Spelling Pathways' Spelling Program Years 2-6 and review in Term 4</p> <p>Further develop the Scholastic Lexile Program in Years 3 to 6 via staff professional development on use of program, provision of additional resources and technical support.</p> <p>Implement English / Maths VELS Course of Study and updated Spelling Program utilising school documents to assist in planning Year Level Programs</p>	<p>i) Use of Peer Observation sessions during class time ii) Implementation of observed practices from modelled sessions iii) Planning sessions undertaken by staff at identified levels with English consultant, Vicki Froomes and Mathematics consultant, Michael Ymer</p> <p>Designated English Committee and Staff meetings</p> <p>i) Designated information sessions at year level meetings ii) ICT and Library staff to provide technical support</p> <p>i) Provision of a Planning Day per term for each Year Level ii) Common Term Planning document to be utilised P-6</p>	<p>English and Mathematics Co-ordinators, Committees and Classroom Teachers</p> <p>Curriculum Co-ordinator, English Co-ordinators and committee members</p> <p>ICT and Library Staff, Years 3 – 6 Class Teachers &amp; English Co-ordinators</p> <p>Co-ordinators and Classroom Teachers</p>	<p>Term 4</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p>	<p>i) Peer observation feedback ii) Information / Documentation presented at Performance and Development Review, demonstrating the implementation of explicit teaching practices iii) Sharing and documentation of units of work resulting from sessions</p> <p>i) Documented Review of 'Spelling Pathways' Spelling Program ii) Observed use of taught spelling strategies in writing sessions</p> <p>i) Lexile Measure to be included in Student Result table ii) Survey of Years 3 – 6 teachers on the value of the program iii) Observed greater student interest in reading for enjoyment and improved comprehension skills</p> <p>i) Trialled and finalised documentation of English / Mathematics VELS Course of Study ii) Documentation of common Term Planners P-6</p>

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	<p>Review Whole School Writing Program and develop a school-wide scope and sequence chart</p> <p>Develop a school-wide Scope &amp; Sequence Chart that identifies teaching of P-6 Mental Strategies, Tables and Number Facts</p> <p>Identify, support and provide for students who need extension or additional assistance through the :</p> <p>i) development and implementation of Year Level Strategy Plans</p> <p>ii) development and implementation of ILP's for identified students, using EMR Software where applicable</p> <p>iii) development / implementation of a Personalised Education Plan for identified students from Grade 3, 2007 (EMR Literacy Guarantee)</p> <p>iv) provision of in-school tuition for students who achieved below the 2007 National Reading / Maths Benchmarks at Yrs 3 &amp; 5</p>	<p>i) Designated Curriculum Day focusing on Writing, facilitated by in-school coach, Alan Wright ii) Provision of time at English and Year Level Meetings</p> <p>i) Designated Maths Committee meetings</p> <p>Provision of time for development of Level Strategy Plan during allocated Term 1 Planning Days</p> <p>i) Provision of PL on the use of the EMR Personalised Education Plan Software at Staff Meeting ii) Year level unit meetings</p> <p>Use 2007 AIM Report to identify students. ICT technical staff to ensure software is on the Admin Server</p> <p>Implementation of 'An Even Start' national tuition program Funded by the Australian Government</p>	<p>i) All staff</p> <p>ii) English Co-ordinators and Classroom Teachers</p> <p>Curriculum Co-ordinator, Maths Co-ordinators and Committee members</p> <p>Year Level Teams</p> <p>Curriculum Co-ordinator, English and Maths Co-ordinators, Classroom Teachers</p> <p>Curriculum Co-ordinator, English Co-ordinators, Year 4, 2008 teachers</p> <p>Curriculum Co ordinator and selected Tutor/s</p>	<p>Term 2</p> <p>Term 4</p> <p>Term 3</p> <p>Term 2</p> <p>Term 4</p> <p>Term 1</p> <p>Term 4</p>	<p>i) Documentation relating to content presented during Curriculum Day</p> <p>ii) Updated School-wide Writing Program</p> <p>i) Documented school-wide 'Scope and Sequence' Chart ii) Observation of students selecting and articulating use of appropriate strategies (relevant to the scope and sequence chart), to solve problems mentally.</p> <p>Year Level Strategy Plan</p> <p>Staff Meeting PL Schedule and year level lists of Students on ILP's</p> <p>Personalised Education Plan for identified students</p> <p>Documented student progress as measured by the program's initial and final testing</p>

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	<p>iv) Implement procedures to enable staff at Level 3 to observe and implement classroom units of work in Mathematics, which also incorporate extension activities.</p> <p>Review and update Assessment Schedules and Targets at each year level.</p> <p>Provide Professional Learning to staff on the :</p> <p>i) development of a range of assessment tasks that align with English and Maths Progression Points and Standards</p> <p>ii) incorporation of ICT programs in the teaching of English / Maths P-6</p> <p>iii) Mathematics Online Interview and teaching strategies linked to the Interview</p> <p>Analyse and interpret English and Mathematics NAPLAN and school based data, noting:</p>	<p>i) Provision in PL budget to employ a consultant to assist with the planning of extension lessons, at Level 3</p> <p>ii) Timetabling at Level 3 to facilitate implementation / observation of extension activities with identified student group</p> <p>Designated Leadership, English, Maths and Year Level meetings</p> <p>i) Designated staff meeting per term</p> <p>ii) Provision from PL budget and designated staff meeting/s, facilitated by consultant Maths Consultant Donna Gronn</p> <p>iii) Designated staff meeting</p> <p>Designated meetings: - Leadership - Years 5 &amp; 6</p>	<p>Staff at designated Level Educational Consultant (Michael Ymer)</p> <p>Administration in consultation with Classroom Teachers</p> <p>English &amp; Mathematics Co-ordinators and Level Teams</p> <p>English &amp; Mathematics Committee and Year Level staff</p> <p>Mathematics Committee, ICT Co ordinator and Year Level staff</p> <p>Mathematics Committee and Year Level Staff</p> <p>Leadership team, in consultation with Classroom Teachers</p>	<p>Term 4</p> <p>Term 1</p> <p>Terms 2 &amp; 4</p> <p>Term 4</p> <p>Term 3</p> <p>Term 2</p> <p>Term 4</p>	<p>i) Year level planning documentation ii) Observed student engagement iii) Demonstrated teaching approaches and differentiation of classroom activities to provide for identified students</p> <p>Term Timetables which accommodate common time for program implementation at each year level</p> <p>i) Documentation of Assessment Schedules and Targets (Refer to attached schedule) ii) Tracking progress of student cohorts</p> <p>i) Staff meeting schedule and the use of a variety of assessment methods, (summative and formative), to monitor student skills and understanding ii) Classroom and ICT specialist planning documentation</p> <p>iii) The completion of Online Student Interview P-4 and resulting assessment documentation and planning</p> <p>i) Third year school-based data for identified cohort documented and trends noted</p>

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	<p>i) data in relation to whole school trends, SFO and State Means ii) strategies to address areas of need for implementation in 2009</p> <p>Administer mid/end of year standardised tests: i) Yrs Prep- 1 'I Can Do Maths' (Phase 1) ii) Years 2 to 6 PAT (Phase 3) iii) GRT at Year 2 iv) TORCH tests according to Assessment Schedules for Years 3-6</p> <p>Ongoing promotion of Literacy / Numeracy programs to the school community via: i) Literacy / Numeracy Week ii) Book Week Celebration, including Author visits iii) Participation in community competitions / activities including Caulfield Grammar Challenge Day, Gateways Program and Maths Talent Quest iv) Premier Reading Challenge v) Maths Evening/s iv) Inclusion of regular English / Maths Newsletter articles</p> <p>Offer Parent Helpers Program to School Community</p>	<p>- Combined Year 2 &amp; 3 - Combined Year 4 &amp; 5</p> <p>Provision in Maths Budget to purchase standardised tests: Yrs Prep-1: 'I Can Do Maths' Yrs 2-6: PAT</p> <p>Provision of: i) time to administer tests ii) time to analyse results iii) appropriate documentation, including the development of an answer sheet for GRT</p> <p>i) Scheduled activities during Literacy / Numeracy / Book Weeks ii) Provision in Maths budget for Teacher release time to accompany MTQ student group to sessions and for MTQ entry costs iii) Designated Evening/s on School Events Calendar iv) Schedule for Newsletter articles</p> <p>Gauge response from Newsletter and run program with interested parents during the day/ evening.</p>	<p>Leadership Team Members, Curriculum Co-ordinator, Maths / English Co-ordinators and Classroom Teachers</p> <p>English / Mathematics Co ordinators and Year Level Staff</p> <p>Early Years Co-ordinator/English Co-ordinators</p>	<p>Term 4</p> <p>Term 4</p> <p>Term 2</p>	<p>ii) NAPLAN data for 2008 cohort noted and identified areas for improvement communicated to feeder year levels (Yrs 2 to 6) for planning purposes</p> <p>i) Third Year data documented ii) Compare with 2006 and 2007 data to determine cohort progress iii) Annual Report</p> <p>i) Timeline of Events ii) Published list of P-6 student participants and achievements iii) Information provided to / by parents iv) Published Newsletter articles for future reference</p> <p>Documented attendance</p>

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<p><b><u>Student Engagement and Wellbeing</u></b></p> <p><b>To identify and implement programs and practices that embed the teaching of social competencies in the curriculum.</b></p>	<p>Embed 'Program Achieve – You Can Do It' foundations via:</p> <p>i) Classroom program implementation</p> <p>ii) implementation of 'Learning To Learn' P-6 unit</p> <p>iii) Friendship Groups celebration of focus Program Achieve foundation for each term</p> <p>iv) Establishment of a Program Achieve sub-committee</p> <p>Embed core values identified in the School Strategic Plan</p> <p>Foster in students a responsibility for their own learning through 'Personal Goal' setting</p> <p>Develop content overview to provide information to the school community on the range of Wellbeing Programs on offer</p>	<p>i) Program Resource Materials allocated at each level</p> <p>ii) Designated P-6 unit at commencement of school year</p> <p>iii) Designated Friendship Groups term activities</p> <p>iv) Scheduled regular meetings by representatives from the Wellbeing Committee</p> <p>Provision from PL budget for allocated Curriculum Day focusing on Values Education, facilitated by Tracy Ezard</p> <p>Provision of classroom time each term for students to discuss, identify, establish and reflect upon personal goals</p> <p>Provide time at Wellbeing Committee Meetings to document available programs</p>	<p>Wellbeing Committee and Program Achieve Co-ordinator/s</p> <p>All staff</p> <p>Wellbeing Committee And Program Achieve Sub-Committee</p> <p>Wellbeing Committee And Program Achieve Sub-Committee</p> <p>Staff and Students</p> <p>Wellbeing Co-ordinator and School Social Workers</p>	<p>Term 4</p> <p>Term 1</p> <p>Term 4</p> <p>Term 1</p> <p>Term 2</p> <p>Terms 1 to 4</p> <p>Term 3</p>	<p>i) Year level planning documentation, items presented at School Assemblies, and the observed embedding of the foundations as evidenced through students' language and behaviour</p> <p>ii) Updated 'Learning To Learn' unit</p> <p>iii) Scheduled Friendship Groups sessions on School Events Calendar</p> <p>iv) Raised awareness of the Foundations via:</p> <ul style="list-style-type: none"> <li>- Newsletter articles</li> <li>- Assembly items</li> <li>- School Displays</li> </ul> <p>i) Observed behaviours by staff and students that reflect the school's core values</p> <p>ii) Identification of school's core values throughout P-6 curriculum planning documentation</p> <p>Documented reflective comments by students in mid and end of year reports</p> <p>Documented program overviews</p>

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	<p>Implement Middle Years student engagement and relationship-building classroom programs</p> <p>Introduce and implement a Pastoral Care (Chaplaincy) Program which includes the establishment of a Pastoral Care Committee</p> <p>Develop a Pastoral Care Parent Feedback Survey to inform program implementation</p> <p>Administer Student Attitudes to School Survey, Years 5 &amp; 6, and interpret data</p> <p>Analyse 'Student Attitudes to School Survey' data, specifically the variables: i) Student Safety ii) Connectedness to School</p> <p>Reinforce a common school-wide approach towards student management that incorporates both Jo Lange and Restorative Practices</p> <p>Reinforce common approaches</p>	<p>i) Allocated unit meetings at Years 5 &amp; 6, to implement established programs ii) Timetabled sessions at each level</p> <p>i) Resource from Government Funding ii) Discussion at the first School Council meeting in 2008</p> <p>Time allocated at Pastoral Care Committee meetings</p> <p>Provision of class time to administer survey and level meeting time to share results</p> <p>Provision of time to analyse data at: i) Leadership meetings ii) Unit Level Meetings iii) Staff Meeting</p> <p>i) The provision of further Professional Development at staff meetings ii) Weekly timetabled Circle Time at classroom level</p> <p>i) Designated staff meetings to</p>	<p>Years 5 &amp; 6 teachers</p> <p>Pastoral Care Committee comprising of members from the Wellbeing Committee, School Council, local church and parent representatives</p> <p>Pastoral Care Committee</p> <p>Years 5 &amp; 6 staff and Leadership Team</p> <p>Leadership Team, Years 5 &amp; 6 teachers and the Wellbeing Committee</p> <p>Wellbeing Committee and classroom staff</p> <p>Wellbeing Committee and staff</p>	<p>Term 4</p> <p>Term 1</p> <p>Term 2</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p>	<p>i) Documentation of established timeline ii) Student behaviour demonstrating greater acceptance of opinions and values of others</p> <p>i) Representation from Wellbeing committee, School Council and the school community. ii) Minuted regular committee meetings</p> <p>Successful implementation of the program as evaluated by parent survey results, staff feedback and anecdotal feedback from students</p> <p>Recommendations / suggested strategies noted</p> <p>Third year school based data for identified cohort documented and trends noted</p> <p>i) ) Staff feedback and attendance at P.D. ii) Feedback from staff on use and effectiveness of Restorative Practices iii) Increased confidence in use of Restorative Practices, as expressed by staff</p> <p>i) School-wide implementation of</p>

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<p><b>Student Pathways and Transitions</b></p> <p>To review, refine and document transition practices across the school.</p>	<p>in resolving playground incidences including 'Restorative Chat' procedures</p> <p>Develop Restorative Practices Parent Notification Letter to replace current Unsuitable Behaviour Notice</p> <p>Establish and communicate to the school community agreed school procedures in Restorative Practices via the School Newsletter and designated Parent notices and School Web-site</p> <p>i) Identify and document Public Relations strategy to promote educational opportunities and achievements ii) Develop a timeline outlining strategy implementation actions</p> <p>Instigate use of selected promotional media.</p>	<p>follow-up on the implementation of Restorative Practices</p> <p>iii) Designated Wellbeing meeting to review and update documentation</p> <p>i) Schedule regular Restorative Practices Newsletter articles and notices ii) Designated Wellbeing Committee meetings to discuss and develop relevant content on School Web-site</p> <p>Scheduled Rowville Cluster Principal Meetings &amp; Pre-school Liaison Meetings</p> <p>Provision in budget for: i) the development of a school brochure iii) ongoing updates to the school website iii) Rowville Cluster combined</p>	<p>Wellbeing Co-ordinator and Committee</p> <p>Wellbeing Co-ordinator</p> <p>Admin Representative and Working Party</p> <p>Admin Representative, ICT Co-ordinator and Working Party; Rowville Cluster</p>	<p>Term 2</p> <p>Term 4</p> <p>Term 3</p> <p>Term 3</p> <p>Term 3</p>	<p>Restorative Practices in dealing with playground incidences, including: - Addressing inappropriate behaviour with both the victim/s and wrongdoer/s - making a commitment of time to repair relationships between students</p> <p>iii) Documented Restorative Practices Parent Notification Letter</p> <p>i) Documented Restorative Practices Newsletter items and notices ii) Community access to Restorative Practices information via the School Website</p> <p>Documented Public Relations Strategy</p> <p>Documented timeline</p> <p>i) School brochure developed and distributed / available to feeder preschools ii) Updated School Website access</p>

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	<p>Review, refine and document current Transition Practices across the school and share at staff meeting</p> <p>Administer survey to monitor parent satisfaction with the preschool to school Transition and Orientation Program, via: i) 'Prep Entry Parent Survey' to be sent home to parents at the completion of Term One ii) Data and written parent comments collated and points of need noted for follow up</p> <p>Promote home-school communication process, through the introduction of year level diaries at P-4. Communication to incorporate: i) fortnightly year level programs and events ii) feedback on students' achievements and progress iii) parent comments</p>	<p>brochure</p> <p>Designated time at year level and staff meetings</p> <p>Designated time for the administration of the survey and the collation of data</p> <p>Provision in budget for the purchase of student diaries</p> <p>Allocated time at Year Level meetings to discuss content of fortnightly communication to parents</p>	<p>Wellbeing Committee and Year Level Teams</p> <p>Assistant Principal/s, Transition Co-ordinator, Prep Co-ordinator and Prep Team</p> <p>Classroom teachers P-6</p>	<p>Term 4</p> <p>Term 2</p> <p>Term 4</p>	<p>Whole School Profile of activities documented and published on the Network.</p> <p>i) 2008 Survey Results tabulated ii) Comparisons between 2006 and 2007 data noted along with suggested recommendations and follow up action</p> <p>Implementation of a whole school approach in promoting home-school communication through the use of Student Diaries</p>

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<p><b><u>School Specific Project 1</u></b></p> <p><b>To improve staff Organisational Health</b></p> <p>i) Role Clarity</p> <p>ii) Professional Interaction</p>	<p>Establish '2008 Goals and Overview' for each school-based committee</p> <p>Discuss and develop role descriptions for:</p> <p>i) Subject Co-ordinators ii) Specialist teachers iii) Classroom teachers</p> <p>Implement Phase 3 of in-school coaching in Literacy and Mathematics through:</p> <p>i) the training of the third intake of teachers in Literacy ii) year level coaching and the implementation of Peer Observation in Maths at Level 3</p> <p>Implement Collaborative Teacher Learning / Peer Observation practices</p>	<p>Designated Committee meetings</p> <p>i) Allocated Leading Teacher/ Grade Co-ordinator meetings ii) Committee / working party meetings</p> <p>Provision via Professional Learning (PL) budget for:</p> <p>i) In-school coaching consultants ii) Release time for classroom teachers to participate in Peer Observation sessions</p> <p>i) Development of an Action Plan outlining the introduction of collaborative teaching practices across the school ii) Facilitation of time and opportunities for staff to observe identified mentors, as per TPL schedule for each semester</p>	<p>Subject / Wellbeing Committee Co-ordinators and committee members</p> <p>Leading Teachers, Grade Co-ordinators and Subject Co-ordinators</p> <p>Educational Consultants / Coaches and Teachers</p> <p>TPL Project Team, Administration</p> <p>TPL Project Team, Administration, Leading Teachers, Mentor Teachers</p>	<p>End of Term 1</p> <p>End of Term 3</p> <p>End of Term 4</p> <p>End of Term Two</p> <p>End of Term 4</p>	<p>Documented goals and overviews for each committee, on school network</p> <p>i) Documented role descriptions ii) Evidence of contribution and outcomes achieved, as presented at teacher reviews</p> <p><i>*Target:</i> The Staff Opinion Survey 'Role Clarity' variable to be at least 73.6 on 100 point scale (2007 result: 69.0)</p> <p>Common improved practices as documented in Year Level planners and teachers' work programs</p> <p>Documented Action Plan</p> <p>i) TPL Project Team Report ii) Feedback via unit level and staff meetings</p> <p><i>*Target:</i> The Staff Opinion Survey 'Professional Interaction' variable to be at least 74.0 on 100 point scale (2007 result: 67.8)</p>

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iii) Appraisal and Recognition	Refine the Teacher Performance Plan process and documentation to include: i) ongoing use of school data and targets  ii) explicit goals relating to classroom coaching and collaborative learning / peer observation  iii) more succinct and immediate feedback to staff  iv) feedback from staff to gauge staff satisfaction with the structure and process	i) Provision via PL budget for release time for Accreditation Working Party to review and refine process  ii) Designate dates for staff Annual Reviews  iii) Implementation of the reviewed process and use of new documentation  iv) Development and implementation of a school-based survey,	i) Accreditation Working Party, Administration, Leading Teachers & Grade Co-ordinators  ii) Administration  iii) All staff  Accreditation Working Party, Administration and Leading Teachers & Grade Co-ordinators	Term 1  Term 1  Term 3  Term 4	i) Updated Teacher Performance Plan Process documentation  ii) Information presented at teacher reviews, addressing school data and targets  iii) Successful implementation of review process within planned timeline  iv) Improved staff satisfaction with the structure and process that provides feedback on work performance as measured by a school-based survey  <u>*Target:</u> The Staff Opinion Survey 'Appraisal and Recognition' variable to be at least 62.2 on 100 point scale (2007 result: 50.5)

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> 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
<b>School Specific Project 2</b> To develop a Performance and Development Culture in preparation for Accreditation in 2008	<p>Maintain the profile of the 5 elements of P&amp; D Culture for all staff</p> <p>Attend P &amp; D Culture workshops as available</p> <p>Work through the Self Assessment Framework</p> <p>Conduct a whole staff Teacher Questionnaire to establish level of readiness for Accreditation and identify the 'gaps' for each P &amp; D Culture element</p> <p>Implement plans drafted by Working Parties in 2007, to address identified gaps</p> <p>Preparation of the school's Performance and Development Culture Accreditation application</p>	<p>Allocated staff meeting time/s to provide regular feedback to staff</p> <p>Provide CRT release and Professional Learning budget as required</p> <p>Leading Teacher Meeting time</p> <p>Designated staff meeting to outline procedure, including online completion of the questionnaire</p> <p>i) Leading Teacher Meetings/ Staff Meetings ii) Facilitation of time and opportunities for Working Parties to implement plans as required</p> <p>i) Provision for release time for the Working Parties, from the Professional Learning budget ii) Designated meeting times between Working Parties and Administration, to discuss / address relevant documentation</p>	<p>Working Parties</p> <p>Leading Teachers/Teaching staff involved in workshops</p> <p>Leading Teachers / Co-ordinators and Administration</p> <p>Whole staff</p> <p>Working parties, Leading Teachers / Co-ordinators/ Administration / Teachers</p> <p>Working Parties and Administration</p>	<p>Terms 1 &amp; 2</p> <p>Terms 2 &amp; 3</p> <p>Term 1</p> <p>Term 1</p> <p>Terms 2</p> <p>Early Term 2</p>	<p>Awareness by staff of the 5 elements of the P &amp; D Culture</p> <p>i) Evidence of attendance at workshops ii) Feedback documentation for staff</p> <p>Documented outcomes of Self-Assessment Framework – feedback to staff at Unit level or staff meetings</p> <p>i) Documented outcomes of questionnaire analysis ii) Feedback to staff at staff meeting/s</p> <p>Achievement of a Performance and Development Culture that is understood and implemented by staff in all 5 elements</p> <p>Documented Performance and Development Culture Accreditation application</p>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> 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
<b>School Specific</b> <b>Project 3:</b> To improve learning and teaching including the successful integration of ICT within the Ultranet framework	<p>All staff to complete the ePotential – ICT Capability Survey</p> <p>The development of a whole school Professional Learning (PL) plan based on the ePotential Survey results</p> <p>All staff to include an ICT learning and teaching goal in their PL plan</p> <p>Review / update current curriculum planning, resources and delivery, for adaptation and integration to the Ultranet</p> <p>Familiarization and training of staff in current digital resources and devices</p> <p>Audit and align current ICT infrastructure with the ICT progression strategy</p>	<p>Provision of APT to facilitate staff undertaking online survey</p> <p>Provision of time to:  i) analyse the staff survey results  ii) identify individual / group needs  iii) outline recommended implementation of PL plan</p> <p>Provision of APT to facilitate drafting of ICT Professional Learning plan for all staff</p> <p>Provision of time at allocated ICT meetings and staff meetings</p> <p>i) appointment of an Ultranet team to promote staff awareness and commitment to the Ultranet  ii) Timetabled ICT lab sessions by the ICT specialist</p> <p>Provision in budget for Technical Support Service Provider(TSSP), and local technician</p>	<p>ICT Co-ordinator and Administration</p> <p>ICT Co ordinator and Committee</p> <p>ICT Co ordinator and all staff</p> <p>Ultranet Team and ICT Co ordinator</p> <p>ICT specialist / Co ordinator and all staff</p> <p>ICT Coordinator, TSSP and local technician</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p>	<p>Staff ePotential participation / completion list</p> <p>Documented 2008 whole school Professional Learning Plan</p> <p>i) Staff undertaking individual online PL as indicated by their matrix ePotential Survey results  ii) Documented goal/s and evidence of PL undertaken as presented at Annual Reviews</p> <p>i) Documented minutes of Ultranet Team meetings  ii) Updated ICT curriculum documentation and resources</p> <p>Improved learning and teaching through staff awareness / usage of resources available via the Ultranet</p> <p>Documented audit on the current school intranet</p>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> 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
	<p>Improvement of ICT infrastructure through the establishment of an ICT computer lab</p> <p>Delivery of VELs ICT across the school</p> <p>Complete the Ultranet readiness tool when available</p>	<p>Provision for required facilities and resources as per the school's curriculum budget</p> <p>Provision of timetabled lab sessions with the ICT specialist</p> <p>i) Representation &amp; attendance at regional information session/s ii) Liaise with the school's Ultranet Coach</p>	<p>School Council, Administration, ICT Coordinator, TSSP and local technician</p> <p>ICT Co ordinator and all teachers</p> <p>ICT Co ordinator, school's Ultranet Coach and Administration team</p>	<p>Term 4</p> <p>Term 2</p> <p>Term 4</p>	<p>i) Improved infrastructure to allow for the addition of a lab that runs efficiently in the current system ii) Documented 3 year eLearning Plan outlining stages for improved infrastructure iii) Increased Staff use of ICT in classroom / specialist programs iv) Up-skilling of staff in the use/application of digital resources and devices</p> <p>Improved T&amp;L in ICT by students as documented on: i) Student reports / records ii) Staff Annual reviews iii) ePotential Survey results</p> <p>Staff and school community feeling informed about the Ultranet and the Schools Strategic Plan's goals and targets</p>

**Heany Park Primary School: Targets for December 2008 (Updated: 7<sup>th</sup> March 2008)**

	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Number</b>	<b>Measurement</b>
<b>Prep</b> Indicative Level VELS 1.00	90% at or above Level 1 80% at or above Level 5 80% at or above Indicative Level	85% at or above Indicative Level	85% at or above Indicative Level	87% at or above Indicative Level	87% at or above Indicative Level
<b>Grade 1</b> Indicative Level VELS 1.50	95% at or above Level 5 85% at or above Level 15 85% at or above Indicative Level	90% at or above Indicative Level	85% at or above Indicative Level	90% of students working at or above the indicative level	90% of students working at or above the indicative level
<b>Grade 2</b> Indicative Level VELS 2.00	98% at or above Level 15 94% at or above Level 20 90% at or above Level 25 88% at or above Indicative Level	85% at or above Indicative Level	90% at or above Indicative Level	87% of students working at or above the indicative level	88% of students working at or above the indicative level
<b>Grade 3</b> Indicative Level VELS 2.50	90% at or above Level 25 87% at or above Indicative Level <b><u>NAPLAN</u></b> : Students to achieve above the 2008 State Mean	80% at or above Indicative Level <b><u>NAPLAN</u></b> : Students to achieve above the 2008 State Mean	88% at or above Indicative Level	85% of students working at or above the indicative level <b><u>NAPLAN</u></b> : Students to achieve above the 2008 State Mean	85% of students working at or above the indicative level
<b>Grade 4</b> Indicative Level VELS 3.00	80% at or above Indicative Level	80% at or above Indicative Level	88% at or above Indicative Level	84% of students working at or above the indicative level	84% of students working at or above the indicative level
<b>Grade 5</b> Indicative Level VELS 3.50	85% at or above Indicative Level <b><u>NAPLAN</u></b> : Students to achieve above the 2008 State Mean	76% at or above Indicative Level <b><u>NAPLAN</u></b> : Students to achieve above the 2008 State Mean	90% at or above Indicative Level	86% of students working at or above the indicative level <b><u>NAPLAN</u></b> : Students to achieve above the 2008 State Mean	85% of students working at or above the indicative level.
<b>Grade 6</b> Indicative Level VELS 4.00	73% at or above Indicative Level	72% at or above Indicative Level	82% at or above Indicative Level	74% of students working at or above the indicative level	72% of students working at or above the indicative level.