

Annual Implementation Plan 2012

Nungurner Primary School

4226

Based on Strategic Plan developed for 2011-2014



<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

Strategic Intent...

	Goals... from School Strategic Plan	Targets... from School Strategic Plan	One Year Targets... 2012 Targets developed from previous data
Student Learning	To improve student learning outcomes with a focus on Literacy and Numeracy.	<ul style="list-style-type: none"> • Student Learning data will indicate the value add relative to state growth for individual students in Reading, Writing and Numeracy. • Learning growth P-6 assessed by teachers to be at least one VELS level for each two Years P-6. 	<ul style="list-style-type: none"> • All students will progress beyond the expected rate over a 12 month period using VCAA On Demand Testing, English Online Interview and TORCH tests.
Student Engagement and Wellbeing	To increase student engagement through greater personalisation of learning.	<ul style="list-style-type: none"> • By 2015, the following ATS Survey combined 5/6 means to be 4 or greater on a 5 point scale or 5 or more on a 7 point scale 	<ul style="list-style-type: none"> • All areas of Student Engagement in the Parent Opinion Survey will be in the 4th percentile. • All areas of the Attitudes to school survey will be at or above the 50th percentile. • Student attendance will be equal to or better than the state mean.

Student Pathways and Transitions

To improve transition by fostering enhanced links between the school, the local pre-school and the local community.

- Students will be well prepared, confident and supported when moving into the school, between year levels and moving out of the school. This will be based on school based and centralised surveys.

- All families will be satisfied with the transition program into, through and from Nungurner Primary school. Evidence of this will be gathered in the form of a school survey.

Implementation

Key Improvement Strategies and Significant Projects

Strategy/Project One: (from School Strategic Plan)

- Strengthen Professional Learning with a focus on implementation of agreed improvements in curriculum and teaching practice and better sharing of practice (team planning / modelling / observation / feedback).

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
<ul style="list-style-type: none"> Improve Performance and Development culture 	<ul style="list-style-type: none"> Confirm and clarify school values by all staff. Staff share and clarify statement of belief based on East Gippsland Effective Teaching Framework and HRLTP's. Unpack statements of belief including examples. 	<ul style="list-style-type: none"> WF to arrange Staff Meeting of all staff (including all ES staff: classroom aids and office staff). WF - Regular staff meetings with ES staff and MARC teacher when available 	<ul style="list-style-type: none"> First Day of 2012. Every second Monday By the end of 	<ul style="list-style-type: none"> Statements of belief created and displayed. School Values reviewed and displayed. Teacher Performance Plans will reflect statements of belief.

<ul style="list-style-type: none"> Develop Leadership capacity Improve planning and assessment procedures 	<ul style="list-style-type: none"> Develop systems for feedback and Observation within the school by working with schools in neighbouring towns with exemplary practise. Develop leadership capacity to observe and provide feedback working with Bairnsdale West PS. Develop leadership capacity to guide in the development of meaningful Individual Teacher Development Plans and a Performance and Development process. Administer the EOI in Years Prep, 1 and 2. Develop and implement Oral Language program. Consistently assess oral language, particularly for students entering Prep. Continue working on teacher assessment of student learning – engage in regular moderation so that assessments reflect the actual achievement levels of students. 	<ul style="list-style-type: none"> WF to Plan with BWPS CRT to replace Prin and Teacher if necessary WF to initiate with Cluster Prin. collegiate visits and feedback. Release LB for Testing WF & LB LB LB Staff meeting and combined staff meetings with Swan Reach PS and Metung PS 	<p>term 1 have plan in place for 3 visits per term.</p> <ul style="list-style-type: none"> Beginning in term 1 (March) and continuing throughout the year. February Beginning week 1 and continuing throughout the year. 1 – 2 hours per week. 2 meetings per term. 	<ul style="list-style-type: none"> Observation and feedback scheduled regularly and documented. Individual staff development plans reviewed and updated in alignment with AIP priorities and staff needs. Oral Language program implemented Assessment schedule implemented Assessment folders kept up to date and data gathered is used to inform teaching and is evident in planning.
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	<ul style="list-style-type: none"> • Develop and follow literacy Plan • Confirm, revise and implement and review assessment schedule • Design efficient, simple systems to record, track and regularly discuss student results and progress. • Create a database to store, sort and compare Teacher Assessed learning growth. • Create or update individual learning plans for all student in Grades 1 – 6. • Develop and implement Literacy Intervention Program for targeted students. • Develop and follow Yearly, Term, and Weekly plans for Maths, English and Integrated Studies. 	<ul style="list-style-type: none"> • WF & LB • LB • LB • WF • LB • WF to develop and employ staff and train to follow specific individualised programs. • WF & LB 	<ul style="list-style-type: none"> • February • Beginning term 2 • Term 3 • End of Term 1 • Begin to implement program by the beginning of March, fully implemented by the end of term 1. • End of Week 1. 	<ul style="list-style-type: none"> • Literacy Plan followed. • Database created and saved on curriculum server. • Individual learning plans • Individual intervention program timetabled regularly and student achievement recorded. • All plans completed and followed.
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Strategy/Project Two: (from School Strategic Plan)

- Improve planning for increasingly purposeful inquiry, deep, rich and personalised learning with increased levels of student voice, student responsibility and decision making.

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
<ul style="list-style-type: none"> • Further develop knowledge and understandings of personalised learning, assessment and the use of data to inform planning and teaching. • Create opportunities for staff to learn from colleagues. • Support staff to use a range of strategies to improve their practise. • Ensure that teacher performance and development processes are linked to teacher practice, program effectiveness and professional learning • Ensure common models of learning and teaching underpin all classroom practice. 	<ul style="list-style-type: none"> • Professional reading • External professional development • Dedicated meeting time to discuss improvements in practise • Visit other local schools and team teach with a focus on individualising the curriculum. • Dedicated team planning time of teachers together. • Consult with and formulate individual staff development plans • Regular observation and feedback • Create a document 	<ul style="list-style-type: none"> • WF & LB • LB & WF • WF & LB • WF • WF 	<ul style="list-style-type: none"> • Regular and ongoing • Each term • Each week on Thursdays. • Review each term 	<ul style="list-style-type: none"> • Identify schools with exemplary practise and observe. • Practise skills in the classroom • All teachers are working on agreed models • Updated individual staff development plans.

<ul style="list-style-type: none"> • Develop shared understandings of HRLTP's for new staff and reinforce for current • Improve student engagement and connectedness to peers 	<p>Create a document with SRPS and Metung PS for new staff (as a review process).</p> <ul style="list-style-type: none"> • Develop a range of project options for middle and senior students. • ES and teaching staff to be active in lunchtime activities to increase students connectedness to peers and school • Develop school based student survey which is based on Student Attitudes to School Survey for ALL students. 	<ul style="list-style-type: none"> • WF to consult with SRPS and MPS to coordinate. • WF • WF to coordinate TG, TR and JB • WF 	<ul style="list-style-type: none"> • Begin in term one and complete by end of 2012 • By end of Term 1 • Term 1 • Term 2 	<ul style="list-style-type: none"> • Document created and distributed to all staff in mini-cluster and new staff. • Students working on individualised projects and aware of the expected outcomes. • Activities program in place. • Survey created distributed and analysed.
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Strategy/Project Three: (from School Strategic Plan)

- Continue to improve links with local preschools and secondary colleges to support the transition programs and to share information about the individual needs of the students

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<ul style="list-style-type: none"> • Enhance the Year 6-7 transition program to include improved communication with secondary colleges other than Lakes Entrance (e.g. Bairnsdale SC). • Design a comprehensive Prep transition program that facilitates increased visits and shared activities with all potential feeder pre-schools. 	<ul style="list-style-type: none"> • Participate in interschool activities with Swan Reach PS and Metung PS and develop closer relationships with Tambo Upper, Buchan and Bruthen. • Maintain communication with Lakes Secondary College and Develop closer relationships with Bairnsdale SC through regular communication with Yr 7 coordinator and Principals. • Principal to continue active membership of the network (e.g. Principal Performance Planning Group, Network forums, cluster meetings). • Plan and document proposed program. • Maintain and improve links with local kindergartens by: <ul style="list-style-type: none"> ○ Meeting with staff and committee members ○ Visits with students ○ Provide music lessons ○ School explorers day. 	<ul style="list-style-type: none"> • WF to instigate. All teaching staff to be involved. • WF , LB and admin staff. 	<ul style="list-style-type: none"> • Throughout the year. • Beginning of term 2 	<ul style="list-style-type: none"> • All parents satisfied with transition process. • Developed transition materials • Documented transition process

<ul style="list-style-type: none"> Promote positive parent involvement with the school by providing opportunities for parents to participate in the school's programs. These programs should aim to encourage parents and inform them of the opportunities for involvement in the school and the value that the school places on such involvement. 	<ul style="list-style-type: none"> Continue providing a school playgroup. Encourage involvement through the Newsletter, noticeboards and community meetings for involvement in Art, Reading, Language program and extra-curricular activities. Develop survey regarding student and parent satisfaction with the transition process. 	<ul style="list-style-type: none"> WF and LA WF, VF and LB 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Come and See Thursdays 9:30 – 11:30am! Developed and implemented a school based survey. Monitored and recorded family involvement
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