

Flemington Primary School

Part 1 – Goals and Targets

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	To improve student achievement in English and Mathematics against Victorian Essential Learning Standards (VELS).	To provide a safe, happy and stimulating environment that enables students to develop social competencies, resilience and self esteem.	To ensure transition from pre-school to school, within the school and from primary school to secondary schools will be supportive, encouraging and accommodating for students and their families.
Targets	<p>All students (98% -100%) deemed as capable to be reading at or above the expected reading levels in grades Prep, 2, 4 & 6 by 2009</p> <p>The proportion of students deemed as beginning or below the appropriate CSF level in Writing in Grades Prep, 2, 4 & 6 to be less than 5% by 2009.</p> <p>To increase the percentage of students in Year 4 deemed as established or better than expected level in Number and Measurement to be at or above 85% by 2009.</p>	<p>Increase percentage of positive responses in all sections of the Student Attitudes to School Survey to 85% by 2009.</p> <p>To develop and implement a P-4 tool to measure students attitudes to school. Establish benchmarks and achieve improvements against benchmarks over the 2006-2009 period.</p>	<p>To develop and implement a tool, measuring parental satisfaction with the Kinder-Prep and Grade 6 – Secondary School transition programs. Greater development of transition throughout year levels.</p> <p>Establish benchmarks and achieve improvements against benchmarks over the 2006-2009 period.</p>

Part 2 – 2007 Annual Implementation Plan

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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 practice measures or lead indicators that describe success
Maintain Literacy and Numeracy as the main learning focus.	10 hours per week allocation to Literacy teaching and 5 hours per week Numeracy teaching.	Timetable allocation	Class teachers, year level co-ordinators	On-going	Work programmes indicate targets being met.
	Co-ordination of programmes, budgets and resources. Maintain Early and Middle Years focus, through guided reading, literature circles, explicit teaching. Use of appropriate tools to obtain relevant data such as PROBE and PoLT.	Appointment of Junior School and Upper School co-ordinators in Literacy and Numeracy. Allocated budgets to purchase identified equipment and materials.	English co-ordinator and team.	February	2007 Action Plan completed by Literacy and Numeracy Team. Co-ordinators. Tracking budgets.
	Identification of Professional Development needs.	Survey of staff needs. Allocation of PD meeting time or Curriculum based on individual needs and interests as identified in week 1 PD proforma.	PD co-ordinator Literacy and Numeracy Co-ordinators.	As designated in meeting schedule 1-2 times per month.	PD needs identified and included in PD Schedules.

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	Overall improvement in reading comprehension to extend students understanding of written text. P-2 –guided reading, big book discussions, Benchmarking materials. 3-6 - PROBE, Literature Circles, Thinking Curriculum.	Improvement assessment of comprehension levels through the introduction of PROBE standardised testing. Professional Learning Teams to build capacity of teachers in their familiarisation and use of CARS and STARS materials. Allocation of budget through English domain.	Moderation between literacy co-ordinators, literacy team and classroom teachers in order to determine those students needing assistance.	As per Flemington Primary School Assessment Schedule. Term 1 previous years data to assist in determining students initial needs. Term 2 Formal assessment for mid year student reports. Term 3 AIM Term 4 Formal assessment for end of year reports.	Teacher assessment includes PROBE assessment used as part of the assessment schedule. 1 yr target to focus on PD for PROBE to be used 3-6 and where necessary in grade 2 (where students are identified as exceeding the reading Benchmark L 30) Teacher planning demonstrates use of CARS and STARS programs.

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	Provide additional assistance to those students deemed at risk of performing below expected levels in Literacy and Numeracy	PD to all classroom teachers. Reading Recovery allocation to Grade 1 students, Integration Aid assistance for those identified on a needs basis.	Principal & classroom and reading Recovery teachers.	On-going daily lessons with Reading Recovery teacher. Integration Aid assistance for those deemed as needing assistance, 2-3 times a week.	The percentage of students deemed as established or better than expected level in grades Prep, 2, 4 & 6 in Reading to be at or above 90%. 1 yr target - With the change of Flemington Primary school demographic, a higher proportion of LBOTE students enrolled we now need to ensure that all achieve expected levels through changes in teaching practices eg: through the implementation of language support strategies. The proportion of students deemed as beginning or below the appropriate VELs level in Writing in Grades Prep, 2, 4 & 6 to be less than 5%. The percentage of students in Year 4 deemed as established or better than expected level in Number and Measurement to be at or above 85%. Monitoring teacher assessment against VELs for grade 5 in 2007.

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	Improved understanding of teaching students with learning difficulties.	PD on Empowering Students with Learning Difficulties and Language Disorder Program ILIPs written for students at risk.	PD co-ordinator arrange for PD relevant to student and teacher needs. Classroom teachers to write ILIP's informing parents.	Term 1, 2, 3 & 4	Teacher planning demonstrates catering for all students needs. Targets and learning outcomes as identified in ILIP's have been achieved.
	Continue to build upon and improve knowledge of Early Years Numeracy for new and existing teachers.	PD to new staff. Train Early Years Numeracy Co-ordinator. PD all staff in analysing Early Years Numeracy Interview data. Professional Learning team to discuss results and opportunities for improvement and areas of need.	Co-ordinator and Professional Learning Team.	Term 2,3 & 4	Through moderation and planning and implicit teaching seeing improved student learning outcomes as demonstrated through using appropriate strategies and learning skills.
	Continue to build home/school connection	Continuation of FAMPA program and Parents as Helpers Training	Maths team Literacy co-ordinator and maths co-ordinator.	Term 3 Term 1	FAMPA evening held Parents as Helpers trained and timetabled into classes.

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Introduction of Victorian Essential Learning standards	Use of VELs in planning Integrated units of work.	Design and implementation of an Integrated Studies Planner. Staff PD on Integrated Studies Planner. Use of planner by teachers.	Sandra McOrist Jo Ryan Integrated Studies coordinator	March 2007	Teacher work programs, assessment and reporting of Integrated Studies demonstrates use of VELs. 1 yr target – Discussion relating INTEL PD using the Integrated Studies Planner
	Familiarisation with VEL Standards in Mathematics and Literacy, through PD, Professional Learning Teams, year level time, moderation, planning and assessment.	Continued focus on planning through VELs. Teachers to use VELs for planning and assessment throughout the year. Time allocated to moderation use VELs Progression Points via team meetings and professional learning teams.	Curriculum Co-ordinator All teachers	December 2005 Term 2, 3 & 4	Teacher planning, assessment and reporting shows use of VELs. Using <ul style="list-style-type: none"> • Progression points • Continua • Assessment maps
	Use of VELs in planning, delivering and assessing students in Maths and English	Audit of English and Maths program to ensure scope and sequence of programs. Using <ul style="list-style-type: none"> • Progression points • Continua • Assessment maps 	English and Maths co-ordinators. Classroom teachers.	Term 2, 3 & 4	Teacher planning, assessment and reporting of Maths and English demonstrates use of VELs. Refine uses of progression points for reporting

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Develop school wide pedagogical knowledge and skills in Literacy and Numeracy through professional development and consolidate and embed improved practises	Review process of identification of students working at below or above expected levels. Look at previous years data and Profile sheet. Individual teachers to use appropriate assessment tools to identify students at risk +or - .	Audit current practices used for identifying students working at below or above expected levels. Staff meeting listing strategies. Review current recording practises and agree on a common process.	Curriculum co-ordinator Student Welfare co-ordinator Whole staff.	Term 1, 2, 3, 4 Term 1 identify students ILIP's if necessary. Term 2. Monitor , evaluate and review ILIP meet with parents. Term 3. Review and revise ILIP goals. Term 4. Reassess students, identify needs for the following year.	Process clearly identified and being followed by all staff. All students benchmarked against agreed criteria. Short term goal: PD all staff new to school.
	Review strategies and programmes for Gifted students.	Provide PD on identifying gifted students. Provide PD on Differentiated Curriculum, each year to refresh staff and inform new staff SSGs held in term 2 & 4 for students identified as gifted	Gifted Ed. co-ordinator	Term 2 & 3	Process for identifying gifted students clearly identified and being followed by staff. Short term goal Staff program planning and delivery demonstrates differentiating of the curriculum to cater for the needs of gifted students. Student Support Groups held and ILIPs developed.

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	Staff training in PoLT	Project leader appointed time allowance for leadership, financial allowance in budget etc. PoLT training presented to staff.	School leadership team PoLT co-ordinator.	Term 1	Teacher questionnaire completed and identified areas to inform and direct future planning. 1 yr target All teachers obtain PD in POLT and apply principles to their teaching, which will have been identified through the student survey and the teacher component mapping.
	Inclusion of Values Education in the school curriculum. Focused PD to improve staff morale, health and well being, one area being the modernization of staff facilities.	Identification of values and linking with Integrated Studies units of work. Identification of appropriate welfare PD. Creation of a Staff Welfare team. Creation of a new staffroom.	Integrated Studies team. Staff Welfare team, AP to lead. Principal and team to arrange for new staffroom.	All year. Term 1, a Curriculum Day devoted to Staff Welfare. (2 nd March 2007)	Values Education included in Integrated Studies Scope and Sequence. Re address when looking at INTEL and Integrated planner Improved Team work, morale, staff opinion survey
	Identify areas of lower than expected performance in Attitudes to School Survey and identify strategies to improve results in those areas.	Audit of 2006 survey results Implement strategies to address areas of concern.	Student Engagement / Student Welfare team	Term 2 and beyond New room to be ready for the start of the 2007 school year.	Percentage of positive responses in all sections of the Student Attitudes to School Survey to be 85%. Continue to focus on OFI

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	Student engagement through involvement in Enrichment and Engagement programs.	Identify programs to enhance student engagement. Identify students at risk of disengaging with school and include in Enrichment and Engagement Programs. Identify learning needs. Allowance in Yard duty timetable to release teachers to Extension and Engagement programs. Student Engagement Policy to be drafted and ratified by School Council Innovations and Excellence Network Educator to PD staff on Middle Years strategies.	Student Engagement team	All year.	Connectedness to School' score greater than 80% Student absences data below LSG and State benchmarks.

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Ensure that effective transition programs are reviewed and developed, ensuring that they recognise and accommodate the multiple inter and intra transition points for students.	Development of a Pathways and Transition Team and identify co ordinators.	Appointment of Transition Coordinators	Leadership	End of Term 1	Appointment of Transition co-ordinators to oversee transition as well as student / parent feedback regarding successful student transition for Prep and Year 7.
	Completion of 2007 Action Plan identifying key actions and strategies.	Transition Coordinators to co-ordinate drafting of 2007 Action Plan.	Transition Coordinators	March	Action Plan tabled at Curriculum Sub-committee
	Review and refinement of Transition Programs for Prep and Year 6	Transition teams	Transition Coordinators	Term 2, 3 & 4	Transition Programs planned, documented and presented.
	Assist Grade 6 parents with the transition process through information evenings. These evenings are seen as extremely helpful to both parents and student.	Grade 6 Parent Information Evenings held on: Understanding the Process & Preparing Your Child	Assistant Principal Transition co-ordinator Guidance Officer	Term 2 & 3	Provide opportunities for parental feedback regarding the evening meetings held.

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	Assist Grade 6 students to prepare for transition to secondary school The introduction of the Melbourne/Moonee Valley School Transition Network	All grade 6 students to participate in 10 week School Transition and Resilience Training (START). All year 6 /7 teachers within our area.	Grade 6 teachers Coordinator Suzi Kerr	Term 4	Program planned and presented The START program is seen as seen as extremely invaluable by teachers and students. Student feedback at the end of the Transition Program, which includes a back to school component in March 2007 will assist in driving the program. Teacher Transition Network.
	Return visit by 2006 exiting students	Set date for return and notify parents and secondary schools	Transition Coordinator and Assistant Principal	March	Transition afternoon attended by 2006 exiting students and 2007 Grade 6 students.

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	Review effectiveness of Kinder-Prep and Yr 6 – Yr 7 Transition programs.	Develop a parent feedback mechanism/tool to benchmark parents' level of satisfaction with current programs. Kinder – Prep and 5/6 - secondary school. Parents to give a ranking 1 to 5 on elements of the transition program identified by a working party as being important. (this is still being discuss and developed)	Transition team	Term 2 (Prep transition) Term 4 (Secondary transition)	Development of benchmark score for Parental satisfaction with identified elements of Transition programs. Parent Opinion survey results indicates satisfaction with preparedness for secondary school, as reported by students and parents through the March Back to School Program. Development of benchmark score for Grade 6 students' satisfaction with identified elements of Transition programs.
	Identify transition issues for students in the middle school.	Brainstorm by whole staff/ 5 / 6student body.	Transition team, whole staff and 5/ 6 student body.	Term 3	Issues identified and recorded for further action in 2008.

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	Improve student transition from grade 4 to 5.	<p>Implementation of Young Leaders Program (Michael Grose) for Grade 5 students.</p> <p>Refresher PD on You can Do It.</p> <p>Re introduce Reflection Days for Grade 5&6 to develop self-esteem and confidence.</p>	<p>Grade 5 & 6 teachers</p> <p>Student Welfare co-ordinator All staff</p> <p>Grade 5&6 teachers Assistant Principal Guidance Officer</p>	<p>Term 4</p> <p>Term 1</p> <p>Term 2 & 4</p>	<p>Program planned and presented. Continue Young Leaders program as both teachers and student find it worthwhile. Evaluation of the program will occur through Student survey as well as the students ability to display skills as identified in our YCDI program.</p> <p>PD completed</p> <p>Reflection Days planned and presented.</p>

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	Develop student confidence in transition to upper grades.	Implement grade movement days; students to move to the next grade level. Before the end of the year students move to their 2008 grade for a 2 hour block to discuss what they will be doing. Student and sport leaders chosen at the end of the year allowing for mentoring from the existing leaders.	All staff	Term 3 & 4	Days planned and implemented.
	Improve teacher knowledge of grades other than their own level/area.	Implement teacher grade swap days. Continue with peer observations of different grades for staff to look at where they might like to swap to.	All staff	Term 2, 3 & 4	Professional conversations in staff meetings/ PRPs etc indicate an understanding of student needs in areas/grade levels beyond own grade level.

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	Identify activities that could be shared with neighbouring secondary schools.	<p>Brainstorm and listing of possible activities</p> <p>Debney Park Secondary College provided an opportunity for Grade 5 students to attend Sound House on a weekly basis for a term. Finishing with an evening presentation with students, teachers and parents.</p> <p>BBQ evening for Year 5 students seen as prospective enrolments.</p>	<p>Transition team, Principal Flemington PS, Principal Debney Secondary College. These activities occurred in 2007 and it is anticipated that they will be ongoing throughout 2007 and into 2008. Continued participation in school focused Youth Services Program to link Students and Schools.</p>	Term 2	List of activities presented to staff for consideration.

Part 3 – Signatures

SIGNED by the Principal

Name Lesley McCarthy

Date / /

SIGNED by the School Council President

Name Marian Lieschke

Date / /

SIGNED by the Regional Director (or nominee)

Name Rob Blachford

Date / /