

# FLEMINGTON PRIMARY SCHOOL

## 0250

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## Annual Implementation Plan 2008

Based on Strategic Plan developed for 2005-2008



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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.	✓
		Lesley McCarthy 17 <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	✓
		Lyn Jobson Senior Education Officer May 2008

# Flemington Primary School – ANNUAL IMPLEMENTATION PLAN

## Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<b>To improve student achievement in English and Mathematics against Victorian Essential Learning Standards (VELS)</b>	<p>All students ( 95% -98% ) deemed as capable to be reading at or above the expected VELS reading levels in grades Prep, 2, 4 &amp; 6 by 2009</p> <p>The proportion of students deemed as beginning or below the appropriate VELS level in Writing in Grades Prep, 2, 4 &amp; 6 to be less than 5% by 2009.</p> <p>To increase the percentage of students in Year 4 deemed as established as or better than expected level in Number and Measurement to be at or above 95% by 2009.</p>	<p>Assessment of Reading Data to indicate that 93% of Prep students deemed as capable are reading level 5 text with 90-100% accuracy</p> <p>That 100% of students deemed as capable in Grades 2, 4 &amp; 6 be reading at or above the expected reading level by 2009.</p> <p>That by 2009, in Writing - 100% of students deemed as capable in Prep, 2 &amp; 4 be at or above the expected level and that 95% of students deemed as capable in Year 6 at or above the expected level</p> <p>That 40 of the 2008 Year 4 students be established or better than expected level in Number and Measurement.</p>
<b>Student Engagement and Wellbeing</b>	<b>To provide a safe, happy and stimulating environment that enables students to develop social competencies, resilience and self esteem.</b>	<p>Increase percentage of positive responses in all sections of the Year 5/6 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>That the Attitudes to School Survey show:</p> <ol style="list-style-type: none"> <li>1. that Student Morale be at or above 5.6</li> <li>2. that Teacher Empathy be at or above 4.3</li> <li>3. that Stimulating Learning be at or above 4.0</li> <li>4. that Grade 5 Learning Confidence be at or above 4.0</li> <li>5. that Student Motivation in Grade 5 girls be at or above 4.5</li> </ol>

<p><b>Student Pathways and Transitions</b></p>	<p><b>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.</b></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>	<p>School based data to show parent satisfaction with Kindergarten-Prep transition to be greater than 95% (2007 92%).</p> <p>School based data to show parent satisfaction with Year 5/6 transition to be greater than 95% (2007 90%).</p> <p>School based data to show teacher and student satisfaction with intra school transition to be greater than 80% (2007 program implemented for the first time, no data collected).</p>
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## Part 2 – 2008 Annual Implementation Plan

<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 people, 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 practice measures or lead indicators that describe success
<b>To improve student achievement in English and Mathematics</b>	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 as audited each term.
	Co-ordination of programmes, budgets and resources.	Appointment of Middle Years & Early Years Coordinators in Literacy and Numeracy. Allocated budgets to purchase identified equipment and materials.	Principal English & Maths Coordinators	February	2008 Action Plan completed by Literacy and Numeracy Co-ordinators. Budgets allocated according to identified needs and tracked against expenditure by year levels..

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	<p>Identification of Professional Development needs.</p> <p>Survey of staff needs. Allocation of PD time in meeting schedules.</p> <p>Early Years and Middle Years Professional Development to all staff highlighting best practice</p> <p>Incorporate EY/MY focus into all teachers' Peer Observation/Peer Mentoring opportunities according to best practice</p>	<p>PD allocation within English and Maths budgets</p> <p>Professional Development based on Professional Learning Teams, Performance &amp; Development, SSP/AIP, student needs and individual interests as identified in PD proforma.</p> <p>To develop teacher skills and increase student learning.</p>	<p>Assistant Principal PD co-ordinator</p> <p>Literacy and Numeracy Co-ordinators.</p> <p>Ongoing discussion and reflection in PLTs.</p>	<p>As designated in meeting schedule twice per month.</p> <p>According to Performance &amp; Review timelines.</p>	<p>PD needs identified and included in PD Schedules.</p> <p>Selected PD presented to PLTs and written into PRPs.</p> <p>Agenda and minutes of PLT &amp; PRP meetings reflect articulation by all teachers on aspects of PD which have increased student learning outcomes.</p>

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	<p>Continue improvement in reading comprehension across all year levels. This is an ongoing process requiring explicit teaching based on data.</p> <p>Explicit teaching of comprehension strategies through selected resources. {PROBE, CARS &amp; STARS}</p> <p>A whole school focus on spelling strategies to improve spelling outcomes.</p> <p>Analysis of NAPLAN results to identify overall strengths and weaknesses.</p>	<p>Professional Learning Teams to build capacity of teachers in use of materials.</p> <p>Allocation of budget through English domain.</p> <p>PD on use of appropriate materials to new staff and those changing year levels.</p> <p>Continued moderation of student work samples. between</p> <p>Ongoing professional development and focus on phonological understandings Prep-2.</p> <p>Specific teaching to improve identified areas of weakness.</p>	<p>English Coordinator English team All classroom teachers.</p> <p>Year Level Coordinators PLTs English Coordinator and team</p> <p>English Coordinator English team Year Level Coordinators</p> <p>English Coordinator English team Year Level Coordinators All classroom teachers. DEECD Speech Therapist</p> <p>Classroom teachers.</p>	<p>As per the FPS Assessment schedule</p> <p>Term 2 Identify Gifted &amp; Talented students to sit UNSW GERRIC tests</p> <p>Term 2 Students in Grades 4 &amp; 6 to sit UNSW assessments in English &amp; Mathematics</p> <p>Term 2 Formal assessment for mid year student reports with a focus on fiction texts.</p> <p>Term 3 analysis of AIM data to identify explicit teaching points. Analysis of UNSW &amp; GERRIC to identify teaching points and areas for extension</p> <p>Term 4 Formal assessment for end of year reports with a focus on non fiction texts</p>	<p>Teacher planning demonstrates use of CARS &amp; STARS, Key into comprehension materials.</p> <p>Prep-2 students assessed using appropriate materials and achieving age/grade level appropriate comprehension.</p> <p>All Grade 3-6 students administered and achieving age appropriate score on PROBE &amp;/or TORCH.</p> <p>All Grade 2 students above reading level 26 administered and achieving age appropriate score on PROBE &amp;/or TORCH.</p> <p>All teachers using progression points to map student progress.</p>

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<p><b>Develop school wide pedagogical knowledge and skills in Literacy and Numeracy</b></p> <p><b>Consolidate and embed improved teacher practice</b></p>	<p>Refine processes for identification of students working below or above expected levels.</p> <p>Use previous years' data as well as NAPLAN, GERRIC, UNSW testing, Running Records, PROBE and TORCH data, SA spelling tests..</p> <p>Continue to build upon and improve knowledge of Early Years and Middle Years Literacy and Numeracy for new and existing teachers.</p>	<p>Refine current practices used for identifying students working at below or above expected levels.</p> <p>PSGs held every term for students at risk. ILIPs prepared and revised.</p> <p>Continue training for Early Years &amp; Middle Years Numeracy Coordinators.</p> <p>Provision of Early Years and Middle Years PD to all new staff and teachers moving year levels built into staff meetings.</p> <p>PD all staff in analysing Early Years Numeracy Interview data.</p> <p>PD for years 3-6 teachers on analysing AIM data.</p>	<p>Curriculum co-ordinator English Coordinator Maths Coordinator All teachers</p> <p>Maths Co-ordinator and Professional Learning Team.</p>	<p>Term 1, 2, 3, 4 Term 1 identify students ILIP's if necessary.</p> <p>Term 2. Monitor , evaluate and review ILIP meet with parents.</p> <p>Term 3. Review and revise ILIP goals.</p> <p>Term 4. Reassess students, identify needs for the following year.</p> <p>Term 2, 3 &amp; 4</p>	<p>Process clearly identified and being followed by all staff.</p> <p>All students benchmarked against agreed criteria.</p> <p>Include PD on this process in Induction &amp; Mentoring Program.</p> <p>Numeracy Coordinators attendance at Region PD And Network Curriculum meetings.</p> <p>All teachers using progression points to map student progress.</p>

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<b>Full implementation of Victorian Essential Learning standards</b>	VELS used in all planning.	<p>Team Planning days each term to enable consistency and adherence to VELs.</p> <p>Revise use of INTEL Planner and identify links to improved student learning</p> <p>PD for all new staff on INTEL program.</p> <p>e-Learning embedded across whole curriculum.</p> <p>Professional Learning Teams to moderate Progression Points in English, Maths and selected VELs strands.</p> <p>2 year scope and sequence documents prepared for all Domains using</p> <ul style="list-style-type: none"> <li>• Progression points</li> <li>• Continua</li> <li>• Assessment maps</li> </ul>	<p>Year level Coordinators.</p> <p>English, Maths, ICT &amp; Humanities Coordinators</p> <p>Curriculum Co-ordinator ICT Coordinator</p> <p>ICT Coordinator All teachers</p> <p>Curriculum Co-ordinator Classroom teachers.</p> <p>Curriculum Coordinator, Domain Coordinators &amp; teams</p>	<p>January 2008</p> <p>Term 1, 2008</p> <p>Term 1, 2008</p> <p>December 2008</p> <p>Term 1, 2008</p>	<p>Curriculum reflects diverse needs, backgrounds, interests and ways of learning of all students.</p> <p>Team planning indicates use of the INTEL planners.</p> <p>Teacher planning and student assessment indicates embedding of e-Learning, INTEL planners and adherence to scope &amp; sequence documents.</p> <p>Teacher planning, assessment and reporting shows use of VELs. Using</p> <ul style="list-style-type: none"> <li>• Progression points</li> <li>• Continua</li> <li>• Assessment maps</li> </ul>

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	<p>Review strategies and programmes for Gifted students.</p> <p>Whole staff discussion on support for extension of like groups of students.</p> <p>Develop a process for acceleration and extension of gifted students.</p>	<p>Implement and refine Gifted &amp; Talented Policy.</p> <p>Withdrawal and extension programs developed to enable identified teachers to work with highly able students according to budget constraints.</p> <p>Provide PD on Differentiated Curriculum, each year to refresh staff and inform new staff</p> <p>SSGs held for students identified as gifted as required by teacher, parent or student..</p> <p>Support materials and links to external agencies listed on the school website.</p>	<p>Principal Gifted Ed. co-ordinator Assistant Principal</p> <p>Gifted Ed. co-ordinator Assistant Principal</p> <p>PD Coordinator</p> <p>Website Coordinator</p>	<p>Term 1, 2008</p> <p>Term 1, 2008</p> <p>Terms 2 &amp; 4</p> <p>Term 1</p>	<p>Process for identifying gifted students clearly identified and being followed by staff.</p> <p>Students accessing extension programs and activities within and outside school, vertical and year level streaming as appropriate.</p> <p>Work programs demonstrate differentiated curriculum to cater for the needs of gifted students. Review of support strategies and structures.</p> <p>Student Support Groups held and ILIPs developed.</p> <p>Web site page created and updated regularly.</p>

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	Continued work on the full implementation of PoLT	PoLT refresher for all staff.  New staff supported to administer teacher questionnaire and analyse data.	Assistant Principal Curriculum co-ordinator.	Term 1	Teacher questionnaire completed and identified areas to inform and direct future planning.  All teachers in PLTs and Year Level teams to discuss and reflect on their classroom practice in regard to PoLT.  Work programs show evidence of PoLT identified through the student survey and the teacher component mapping.
	School values to be reviewed and simplified during review of current SSP and in preparation of new SSP.  Values Education in the school curriculum.  Continued PD to improve Staff Health & Wellbeing.	Identification of values and exploration of behaviours associated with each value.    Creation of a Staff Welfare team.	Curriculum Coordinator Staff Welfare team  Assistant Principal	All year.	Values Education included in Integrated Studies Scope and Sequence.  Evidence of values education in work programs  All staff have Performance & Development plans linked to the AIP.
	Identify areas of lower than expected performance in Attitudes to School Survey and identify strategies to improve results in those areas.	Audit of 2007 survey results  Implement strategies to address areas of concern.	Student Engagement / Welfare team	Term 2 and beyond	Analysis of 2007-8 Attitudes to School Survey undertaken with agreed targets for 2009 set.

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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.	Student Engagement/ Welfare team	All year.	The Attitudes to School Survey show Connectedness to School to be at or above 4.24  P-6 mean absence rate to be at or below 12 days
<b>Student Pathways &amp; Transitions.</b> <b>To ensure an effective transition process operates at all levels.</b> <b>Annual review of all programs to accommodate the multiple inter and intra transition points for students.</b>	Pathways and Transition Coordinators.	Transition Coordinators provided with time allowance to complete role.	Principal	End of Term 1	Transition co-ordinators to oversee transition  The Parent Opinion transition variable to be at or above 5.70
	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 to parents, staff and all students P-6.
	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	Transition co-ordinator Guidance Officer	Term 2 & 3	Provide opportunities for parental feedback regarding the evening meetings held.
	Assist Grade 6 students to prepare for transition to secondary school	All grade 6 students to participate in 10 week School Transition and Resilience Training (START).	Grade 6 teachers	Term 4	Student feedback at the end of the Transition Program, which includes a back to school component in March 2007.

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	Return visit by 2007 exiting students	Set date for return and notify parents and secondary schools	Transition Coordinator and Assistant Principal	March	Transition afternoon attended by 2007 exiting students and 2008 Grade 6 students.
	Review effectiveness of Kinder-Prep and Yr 6 – Yr 7 Transition programs.	Implementation of parent feedback mechanism/tool to benchmark parents' level of satisfaction with current programs. Kinder – Prep and 6/7.	Transition team	Term 2 (Prep transition) Term 4 (Secondary transition)	The Parent Opinion transition variable to be at or above 5.70  School based transition data satisfaction to be at or above 95%
	Identify transition issues for students in the middle school.	Brainstorm to collect data Analysis of data and resulting issues.	Transition team, whole staff and 5/ 6 student body.	Term 3	Issues identified and recorded for further action in 2008.
	Improve student transition from grade 4 to 5.	Implementation of Young Leaders Program for Grade 5/6 students.  Refresher PD on “You Can Do It” program Prep-4 students and “Habits of the Mind” program for Year 5/6 students.  Re introduce Reflection Days for Grade 5&6 to develop self-esteem and confidence.	Grade 5 & 6 teachers  Student Welfare co-ordinator All staff  Grade 5&6 teachers Assistant Principal Guidance Officer	Term 4  Term 1  Term 2 & 4	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 student’s ability to display skills as identified in our YCDI program.  Reflection Days planned and presented.

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	Develop student confidence in transition across all grades.	<p>Implement grade movement days; students to move to the next grade level.</p> <p>Before the end of the year students move to their 2008 grade for a 2 hour block.</p> <p>Student and sport leaders chosen at the end of the year allowing for mentoring from the existing leaders.</p>	All staff	Term 3 & 4	Days planned and implemented.
	Improve teacher knowledge of grades other than their own level/area.	<p>Implement teacher /grade exchanges.</p> <p>Continue with peer observations of different grades for staff to look at other grade levels with a focus on English and Maths and the teaching of comprehension.</p>	All staff	Term 2, 3 & 4	Professional conversations in staff meetings/ PLTs/ PRPs indicate an understanding of student needs beyond own grade level.

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	Identify activities that could be shared with neighbouring secondary schools.	Continue involvement with Debney Park Secondary College, Debney Meadows & Ascot Vale Primary Schools, SoundHouse and GTAC at University HS.  Promotion of Secondary School Open Days and transition programs.	Melbourne Principal Network Building Bridges Network, Transition Coordinators, Year 5/6 Coordinator, Year 3/4 Coordinator, Art & Music teachers  Principal	Terms 1, 2 & 3	Involvement in SoundHouse activities across school.  Joint projects through Building Bridges Program across locals schools.  Joint projects with Art & Music faculties at Debney Park SC and Flemington PS  Newsletter Web site

## Part 3 – Signatures

SIGNED by the Principal .....

Name Lesley McCarthy

Date .... / .... / .....

SIGNED by the School Council President .....

Name Lisa Frazer

Date .... / .... / .....

SIGNED by the Regional Director (or nominee) .....

Name Katherine Henderson

Date .... / .... / .....