



Flemington Primary School

0250

Annual Implementation Plan 2009

Based on a yet to be developed Strategic Plan for 2009-12



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.	✓ 23/03/2009
		Lesley McCarthy, Principal Tim Pegler, School council President
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	

Strategic Intent – 2006-08 Plan targets

	Goals	Targets	One Year Targets
Student Learning	To improve student achievement in English and Mathematics against Victorian Essential Learning Standards (VELS)	<p>All students (95% -98%) 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 VELS 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>93% of Prep students deemed as capable to be reading at or above the expected reading levels by 2009</p> <p>That 96% of students deemed as capable in Grades 2, 4 & 6 be reading at or above the expected reading level by 2009.</p> <p>That 85% of students deemed as capable in Prep, 2, 4 & 6 be at or above the expected level in Writing by 2009.</p> <p>That 37 of the 2008 Year 4 students be established or better than expected level in Number and Measurement.</p>
Student Engagement and Wellbeing	To provide a safe, happy and stimulating environment that enables students to develop social competencies, resilience and self esteem.	<p>To 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>That student response in the areas of Student Morale, Teacher Empathy and Stimulating Learning in the Attitudes to School Survey be at the 50th percentile by 2009</p> <p>That Grade 5 Learning Confidence response increases to the 50th percentile by 2009.</p> <p>That the Student Motivation response in Grade 5 girls increases to 50th percentile by 2009.</p> <p>To develop and trial a school based tool to ascertain Attitudes to School for students in Prep-4.</p> <p>Analyse data to develop school benchmarks.</p>

<p>Student Pathways and Transitions</p>	<p>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.</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>Parent satisfaction to K-P transition be greater than 95%.</p> <p>Parent and student satisfaction to 6-7 transition be greater than 95%.</p> <p>Implementation of transition across year levels within school to increase resilience.</p>
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Flemington Primary School – ANNUAL IMPLEMENTATION PLAN 2009

Part 1 – Goals and Targets

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	<p>To improve student outcomes in literacy and numeracy.</p> <p>Extend the use of eLearning to support Teaching and Learning</p> <p>To develop a whole school program for inquiry learning / To broaden our units of study to actively incorporate student inquiry learning principles</p>	<p>Continue to develop current student wellbeing programs such as YCDI P-2, Habits of the Mind 3-6, core School Values (care and compassion, respect, honesty, responsibility), and components of Solving the Jigsaw.</p>	<p>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.</p>
2006-08 Strategic Plan Targets	<p>All students (95% -98%) 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 VELs 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>To Increase 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 implement an Attitudes to School evaluation tool, measuring parental satisfaction with the Kinder-Prep and Grade 6 – Secondary School transition programs.</p> <p>Greater development of student transition throughout year levels.</p> <p>Establish benchmarks and achieve improvements against benchmarks over the 2006-2009 period.</p>

Part 2 – 2009 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	Where & When the date, week, month or term for completion	Achievement milestones the practice measures or lead indicators that describe success
<p><u>Student Learning</u></p> <p>To improve student outcomes in literacy and numeracy</p>	<ul style="list-style-type: none"> Implement coaching of all staff to improve literacy and numeracy teaching practices. Implement reciprocal lesson observations between staff. In collaboration with the coach, implement lesson study sessions in which teachers jointly plan, teach and review literacy or numeracy lessons. 	<ul style="list-style-type: none"> Use of the Flemington Teacher Peer Coaching Model which includes lesson planning and timetabling Once a term evidence walks. Whole school literacy and numeracy plan developed through the literacy and numeracy PLT's and presented to all staff. 	<ul style="list-style-type: none"> Principal, English & Maths Coordinators 2009 Action Plan completed by Literacy and Numeracy Co-ordinators. Literacy and Numeracy Coach appointed. Literacy and Numeracy PLT. Principal Class Officers & Leadership Team All Teaching Staff PD Coordinator Moonee Valley Regional Network 	<ul style="list-style-type: none"> 2009 Literacy and Numeracy Plan. Action Plans finalised Term 1 2009. Individual Staff PRP plans. Individual Coaching meetings fortnightly in APT. Once a term evidence walks. 	<p>READING</p> <p><u>For Prep:</u></p> <ul style="list-style-type: none"> 93% of Prep students deemed as capable to be reading at or above the expected reading levels by 2010 as measured by the December 2009 Reports. <p><u>For Years 2,4 and 6:</u></p> <ul style="list-style-type: none"> That 96% of students deemed as capable in Grades 2,4, & 6 to be reading at or above the expected reading level by 2010 as measured by the December 2009 reports. Grades 4 and 6 to have a mean at or above Victorian state averages in University of NSW tests in reading. <p><u>For Year 3:</u></p> <ul style="list-style-type: none"> NAPLAN reading estimated VELS equivalent mean from 2.5 in 2008 to be at or above 2.6 in 2009. <p><u>For Year 5:</u></p> <ul style="list-style-type: none"> NAPLAN reading estimated VELS equivalent mean from 3.4 in 2008 to be at or above 3.5 in 2009. <p>SPELLING</p> <ul style="list-style-type: none"> Develop and implement an agreed whole school Scope & Sequence of spelling skills per year level That 90-95% in Prep,2,4,& 6 be at or above the expected level in spelling by 2010 as measured by the December 2009 reports and targets set in the school spelling scope and sequence. <p><u>For Year 2:</u></p> <ul style="list-style-type: none"> Grade 2s to sit the UNSW spelling test for the first time and aim to have a mean at or above the State average. <p><u>For Year 3:</u></p> <ul style="list-style-type: none"> NAPLAN spelling estimated VELS equivalent mean from 2.6 in 2008 to be at or above 2.7 in 2009.

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	<ul style="list-style-type: none"> Continue the school evidence of teaching walks focussing on literacy and numeracy. Develop a whole school 2009 literacy and numeracy plan. 				<p><u>For Year 4:</u></p> <ul style="list-style-type: none"> Year 4s to be at the UNSW mean for the State average (2008 – 5.8 below the State average) <p><u>For Year 5:</u> NAPLAN spelling estimated VELS equivalent mean from 3.8 in 2008 to be at or above 3.9 in 2009.</p> <p><u>NUMERACY</u></p> <ul style="list-style-type: none"> That 90-95% in Prep,2,4,& 6 to be at or above the expected level in Number & Measurement by 2010 as measured by the December 2009 Reports. <p><u>For Year 3:</u></p> <ul style="list-style-type: none"> NAPLAN numeracy (number and measurement) estimated VELS equivalent mean from 2.0 in 2008 to be at or above 2.2 in 2009. <p><u>For Years 4 and 6:</u></p> <ul style="list-style-type: none"> Grades 4 and 6 to have a mean at or above state averages in University of NSW tests in maths. <p><u>For Year 5:</u></p> <ul style="list-style-type: none"> NAPLAN numeracy (number and measurement) estimated VELS equivalent mean from 3.1 in 2008 to be at or above 3.2 in 2009. <ul style="list-style-type: none"> Improvement in the <i>Professional Growth</i> variable in the Staff Opinion Survey. All staff to show evidence and active measures to support these targets as part of their PRP Review.

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	<ul style="list-style-type: none"> • Implement the eLearning plan in line with the new strategic plan. • Incorporate eLearning professional learning in each teacher's performance review plan (PRP). • Focus on integrating / embedding eLearning into numeracy, literacy and inquiry learning sessions. • Develop digital communication and collaborative shared folders across the school to support student learning. • Investigate a realistic off site access system for staff and students. 	<ul style="list-style-type: none"> • Whole school e-Learning plan implemented by all staff. • Once a term evidence walks • Collegiate visits and staff PD. • ICT PLT to collect and pass on ICT resources eg. Websites to teachers and PLTs • Consider option for accessing data on the server through a web browser 	<ul style="list-style-type: none"> • Principal, e-Learning Coordinator • 2009 e-Learning Plan. • Ultranet Coaching • PCO's & Leadership Team • All Teaching Staff • PD Coordinator • E-Learning Team 	<ul style="list-style-type: none"> • 2009 e-Learning Plan. Term 1 2009. • Individual Staff performance plans. • Once a term evidence walks. • Collegiate visits • Ongoing staff PD 	<ul style="list-style-type: none"> • All teacher development plans incorporate eLearning components in numeracy, literacy and enquiry learning sessions • Improvement in the <i>Professional Growth</i> variable in the Staff Opinion Survey. • Interactive whiteboards to be shared and fully utilised. • All staff with an interactive whiteboard in their classroom know how to use it effectively.

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To develop a whole school program for inquiry learning / To broaden our units of study to actively incorporate student inquiry learning principles through integrated curriculum	<ul style="list-style-type: none"> To broaden our units of study to actively incorporate student inquiry principles. As a staff, to consider what it means to be an inquiry learning school and what it looks like in our classrooms. What skills do we want our students to develop as part of our inquiry learning? This will be a precursor to working as a staff to develop whole school throughlines for inquiry learning. Intel “Teach to the Future” program revisited—ensure that staff who haven’t been trained are supported in what Intel means in terms of supporting Inquiry Learning. 	<ul style="list-style-type: none"> Integrated curriculum (IC) PLT to incorporate the thinking curriculum in 2009 One half day of the 3 initial curriculum day for staff to work on skills students need to be successful inquiry learners eg, a matrix across the school to cover such areas as me as a thinker, me as a team member, me as a communicator, me as an ICT user, me as a learner, and me as a self-manager IC PLT in collaboration with the elearning PLT to organise Intel refresher courses 	<ul style="list-style-type: none"> IC Coordinator in collaboration with team leaders, leadership team and all staff elearning PLT in collaboration with IC PLT 	<ul style="list-style-type: none"> Initial half day work - day 2 2009 term 1 curriculum day Ongoing refinement by the IC PLT throughout the year 1st semester Intel training for all staff 	<ul style="list-style-type: none"> An agreed skills matrix for all students to guide the journey into whole school inquiry learning practices by end 2009. All staff explicitly teach these skills. This will allow us to develop a clear idea of how these need to be developed as the students progress through their school years. By starting with inquiry skills, we can begin to strengthen our inquiry units. The initial focus should be on Thinking Skills which form an important element of the Inquiry process. All staff familiar and actively using Intel to support inquiry learning Initial work done to prepare staff for the next stage in developing whole school inquiry learning practices.

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<p><u>Student Engagement and Wellbeing</u></p> <p>Continue to develop current student wellbeing programs such as YCDI P-2, Habits of the Mind 3-6, core School Values, and components of Solving the Jigsaw.</p>	<ul style="list-style-type: none"> • Further embed all current Student Wellbeing and Engagement Programs. In Solving the Jigsaw continue with the basic framework to enhance social skills and resilience. • Institute an agreed, consistent and clear school-wide approach to student wellbeing and values. • Re-Introduction of Habits of the Mind to the 3-6 cohort. • Continue to develop the Civics and Citizenship programs. 	<ul style="list-style-type: none"> • Ensure that all staff are trained or are refreshed in current programmes which include YCDI, Habits of the Mind and Solving the Jigsaw. • Focus on I Statements, Naming It and the 3 Parts of Sorry and school values. • Reinforce classroom YCDI P-2, Habits of the Mind 3-6 • Reinforce jigsaw framework and school values. 	<ul style="list-style-type: none"> • WEPT (Welfare, Engagement, Pathways and Transition) PLT Team • Teachers within the classroom • Teachers within the classroom 	<ul style="list-style-type: none"> • Term 1 2009 in initial pupil free days. • Ongoing internal PD/ external if needed <p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> • Automatic use of the Jigsaw strategies/statements • Continue to refine practices to achieve an increase in the Grade 6 Connectedness to school and Student Morale as measured by the Attitudes to School Survey. • For the prep-4 areas, mapping against the Principles of Learning and Teaching (PoLT).

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<u>Student Pathways & Transitions.</u> To provide transition programs for each area of the school, to promote educational opportunities for all students.	To further develop extensive Kindergarten to primary transition program	Collection of preschool background information to assist in the provision of support programs, resources and teaching personnel for the following year Improved connectedness and involvement with kindergartens	K-P transition coordinator Combined meeting with Kindergarten and primary school teachers	Term 4 2009 Preschool teachers contacted Ongoing	Adequate information is collected for 100% of pre-Prep students to enable optimum placement, by the end of 2009. Prep Coordinator/Prep teachers to liaise throughout the year with local kindergarten teachers, including visits back to the kindergarten as part of Flemington Primary School's kindergarten to prep transition program.
	To further develop extensive grade level to grade level transition program	To explore MIPS as a means of tracking student achievement from year to year including students at risk.	Explore the availability of other student tracking software that meets the criteria of: speed and ease of use; usefulness; avoids duplication of effort.	Leading teachers and staff Ongoing	A recommendation is made to leadership on whether to adopt MIPS as a viable program.

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	<p>To further develop extensive grade 6 to 7 transition program</p> <p>Content of existing transition survey to be reviewed and updated version to be sent to all 2008 Grade 6 students.</p> <p>Analyse results of survey to inform any further action required</p>	<p>Familiarise students with the operations of secondary school / feeling comfortable</p> <p>Continue to develop personal / interpersonal skills e.g. Use of diaries, goal setting</p> <p>Develop relationships with Network schools, destination Secondary Schools.</p> <p>Continue relationship and involvement with the SFYS Transition Network.</p> <p>Transition Week activities, e.g. Timetable, invite ex-students to give a presentation, purchase new "Secondary School Transition" DVD to show to students</p> <p>Orientation Days</p>	<p>Transition Coordinators, team leaders and all staff with a particular emphasis on 5/6 teachers</p> <p>Moonee Valley Network Principals, Transition Coordinators, RNL/NIC.</p> <p>Grade 5/6 Team leader and 5/6 team</p> <p>5/6 Team</p>	<p>Ongoing</p> <p>End February for the transition survey</p> <p>Term 2</p> <p>Term 4</p>	<p>Continue to enhance relationships with secondary schools e.g. Debney Park Secondary College through use of their facilities. Liaise with Debney Park Secondary College about greater interaction of students throughout the year.</p> <p>Meet with Year 7 coordinators of surrounding Secondary Schools to discuss any specific needs of our 2009 students going to those schools.</p> <ul style="list-style-type: none"> ➤ Arrange visits by Secondary School Coordinators to Flemington Primary throughout the year to inform our Grade 6 and grade 5 students of possible options. ➤ Keep parents/ students informed of school tours and timelines through pamphlets, In-touch. ➤ Make use of programs such as REACH to help with issues preparing them for high school. <p>Year 7 "transition satisfaction" survey sent to all 2008 Year 6 students and their parents, by the end of February 2009. Survey the year 5 and 6 students to assess their views and needs about moving onto secondary school.</p> <p>Plan transition activities and a separate timetable in term 4 that lead to secondary schools set up eg, timetables, bells, grade 6 only classes etc.</p>

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	Return visit by 2008 exiting students	Set date for return. Notify parents and secondary schools	Transition Coordinator and Assistant Principal	Term 4	Continue existing Transition afternoon attended by 2008 exiting students and 2009 Grade 6 students.
	Develop student confidence in transition across all grades.	<p>Continue transition day program - students move to next grade level.</p> <p>Students move to their 2009 grade for a 2 hour block to discuss what they will be doing.</p> <p>2009 School leaders chosen at the end of the year allowing for mentoring from existing leaders.</p>	All staff	Term 4	Days planned and implemented.

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<p><u>SPECIAL PROJECT</u></p> <p>Enhance the capacity of teachers to meet the learning needs of ESL students.</p>	<ul style="list-style-type: none"> • Audit student background to determine level of ESL support. Evaluate current transition practices against LMERC New Arrivals Kit. Guidelines. • Introduce professional learning on ESL pedagogy for staff. • After initial assessment, implement a remedial program for ESL students where necessary • Continue to develop whole school strategies against the ESL continuum. • Investigate the introduction of a VELS modified ESL reporting system. 	<ul style="list-style-type: none"> • Collect and verify data on students' cultural and language backgrounds. Identify recent arrivals/ LBOTE students. Allocate support by need. • Culturally inclusive resources across curriculum. • Translators at interviews/ information nights. Translate notes home. • Continue focus on ESL professional development. • Develop ESL policy based on educational theory/ research • Collect samples and discuss options with Markbook software support. 	<p>Operations Manager and ESL team.</p> <p>Classroom teachers</p> <p>Student Welfare co-ordinator and ESL team.</p> <p>ESL team.</p> <p>ESL team and WEPT team</p> <p>ESL team, Assessment Coordinator</p>	<p>Beginning of each year</p> <p>Ongoing</p> <p>Beginning of each year and as appropriate during the year for events such as Parent – teacher interviews.</p> <p>Initial term 1 2009 Curriculum Day</p> <p>2009</p>	<p>Initial assessment completed and support allocated to teachers and students by end term 1, 2009.</p> <p>Purchase of a wide range of culturally inclusive teaching and learning resources.</p> <p>Relevant interpreters present at all major information nights and parent teacher interviews for 2009.</p> <p>Policy informing teaching, assessment and student – teacher support completed in 2009.</p> <p>External professional development support for all staff sourced and provided in 2009.</p>

Part 3 – Signatures

SIGNED by the Principal

Lesley McCarthy

Name Lesley McCarthy

Date 23/03/2009

SIGNED by the School Council President *Tim Pegler*

Name Tim Pegler

Date 23/03/2009

SIGNED by the Regional Director (or nominee)

Name Katherine Henderson

Date / /