

# Heywood Consolidated School 6225

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## Annual Implementation Plan 2008

Based on Strategic Plan 2006-2009

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| <b>Endorsement by<br/>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. |                |
|  |  | Anthony Curran |
| <b>Endorsement by<br/>Regional Director<br/>(or nominee)</b> | Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan  |                |
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## Strategic Intent

|                  | Goals  | Targets  | One Year Targets  |
|------------------|--|--|---|
| Student Learning | To Improve Student Outcomes in Mathematics P-6 | <p>By 2008</p> <p>80% of students will be assessed as achieving at or above the expected level in number and measurement as measured by teacher judgement against VELs</p> <p>30% of students assessed as achieving above the expected level in number and measurement as measured by teacher judgement against VELs</p> <p>AIM results to show increase in mean level of performance in number and mathematics.</p> | <p>At each year level 80% of students will be assessed as achieving at or above the expected level in number and measurement as measured by teacher judgement against VELs</p> <p>VELs A 10%, B 20%, C 50%</p> <p>30% of students (from Years 3-6) assessed as achieving above the expected level in number and measurement as measured by teacher judgement against VELs</p> <p>VELs A 10% B 20%</p> <p>Aim results at Year 3 to show an increase equal to Like School Mean<br/> <u>Gr 3</u> From 2.0 to 2.3 in number<br/>           From 1.8 to 2.2 in mathematics</p> <p>Aim results at Year 5 to show an increase equal to State Mean<br/> <u>Gr 5</u> From 3.1 to 3.2 in number</p> <p>In mathematics to show an increase equal to Like School Mean from 2.8 to 3.0</p> |

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|                                  | To Improve Student Outcomes in Speaking and Listening P-2   | By 2008 to use our school data of Clay M.M Record of Oral Language to create norm tables which record a percentile ranking and give us a stanine score for each student. By 2008 80% of students will aim to sit within Stanine 3 - 7   | By the end of 2008, use 2007 data to compile and establish norm tables which give percentile rankings and stanines   |
| Student Engagement and Wellbeing | To Improve Student Engagement and Interpersonal Development by Building Social Relationships and Teamwork | <p>Student School Council to continue with inclusion of Yr. 5 students in 2007</p> <p>Continue to use Restorative Practices as adopted P-6</p> <p>To consolidate and imbed the practices and strategies employed in the You Can Do It P-6</p> <p>By end of 2008 the percentage of students to give a positive response relating to student safety in Attitudes to School Survey increase from the identified 45% to 60%</p> <p>Annual Improved Outcomes in Student Safe School survey</p> <p>During 2008 to continue to focus on reducing unaccounted student absences.</p> | <p>Student Safety Attitudes. Girls percentage to rise to be on par with boys and a general increase in both.</p> <p>Percentage of <u>students</u> with a response to increase from:</p> <p>Student Safety 4.11 to 4.50</p> <p>Classroom Behaviour 2.63 to 3.30</p> <p>Connectedness to Peers 4.17 to 4.50</p> <p><u>Parents Response:</u></p> <p>Student Safety 4.94 to 5.20</p> <p>Classroom behaviour 3.4 to 4.00</p> <p>Connectedness to Peers 5.63 to 5.85</p> <p>A further 10% reduction in unaccounted student absences, and reduce the overall absence P to 6 mean from 13 to 10 days per student</p> |

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| <b>Student Pathways and Transitions</b> | <b>To Improve Transition of Students from year to year P-6</b>                                       | <p>Continue to compile data on the established LAD - a central student database which is available on the school curriculum network for use in classroom teaching, identifying point of need and tracking of student progress.</p> <p>By end of 2008 a whole school assessment schedule and a data transference process by which student information can be passed onto new staff and students tracked from year to year, is in place and used.</p> | <p><b>Literacy Assessment Data Base established.</b></p> <p>Pupil Files colour coded and checklist of content</p> <p>Literacy Assessment Data Base Information on students related to specific needs eg ILIP's, speech assistance, welfare</p> <p>Information for new children transferring in, be linked to classroom and support program.</p> |
| <b>Student Pathways and Transitions</b> | <b>To improve Tracking of Individual Students P-6 identifying Individual Pathways as appropriate</b> | <p>By end of 2008 Individual Learning Plans and individual pathways will be documented for all Koori students, students with language disorders and those funded by the D and I program.</p>  | <p>As per OLE target</p> <p>All ILIP's stored on school curriculum network</p>  |



## Implementation

| Key Improvement Strategies and Significant Projects                               | What<br>the activities and programs required to progress the key improvement strategies   | How<br>the budget, equipment, IT, learning time, learning space  | Who<br>the individuals or teams responsible for implementation   | When<br>the date, week, month or term for completion  | Achievement milestones<br>the changes in practice or behaviours  |
|---|---|--|--|---|--|
| <p><b>MATHEMATICS</b><br/>Align whole school mathematics curriculum with VELs</p> | <p>Continue to use the Michael Ymer planning Tool and support it with the following</p> <ul style="list-style-type: none"> <li>• VELs yearly overlay</li> <li>• Whole School Assessment Schedule</li> <li>• Progression points</li> <li>• Maths Continuum</li> <li>• Assessment Maps</li> <li>• Assessment Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Learning Team Sessions</li> <li>• Central Numeracy activities set up in tubs.</li> <li>• Central Assessment folders for each Level containing Assessment tasks Assessment maps, Progression Points Continuum Assessment Schedule</li> <li>• Coaching for all classroom teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Numeracy Co-ordinator</li> <li>• Classroom Teacher</li> <li>• Professional Learning Teams</li> <li>• Teaching and Learning Coach</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Regular PLT meetings</li> <li>• Daily lessons</li> <li>• Fortnightly</li> </ul> | <ul style="list-style-type: none"> <li>• All Classroom teachers to continue to use Michael Ymer VELs yearly Overview-Term by Term Planner.</li> <li>• Continue to use Progression Points</li> <li>• Teachers to increase familiarity with Assessment Maps to assist moderating student work against VELs</li> <li>• All teachers continue to use Maths Continuum</li> <li>• All teachers contributing to activities in Central Numeracy Activity Tub.</li> <li>• Use established uniform assessment tasks to assist with assessment of students against VEL</li> <li>• Teaching and learning coach to establish baseline data/assess to gauge improvement</li> </ul> |

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| Evaluate the current delivery of Mathematics and develop a whole school approach to be consistently used to inform the assessment, planning and learning of mathematics. | <ul style="list-style-type: none"> <li>• Michael Ymer Unit Planners</li> <li>• Internal Prof.Development</li> <li>• POLT principles</li> <li>• Extend Uniform Assessment Tasks at each level to assist teacher assessment</li> <li>• Maths Continuum</li> <li>• Use Central Numeracy Activities set up in tubs</li> <li>• Use School Assessment Schedule relevant to each Level</li> <li>• Create a HCS computer activity file for resources/games on computer</li> <li>• PLAT</li> </ul> | <ul style="list-style-type: none"> <li>• PLT's</li> <li>• Purchasing of resources and references</li> <li>• Uniform Assessment Tasks for each level</li> <li>• School Assessment Schedule</li> <li>• PD</li> <li>• PLAT</li> <li>• Numeracy Coaching</li> </ul> | <ul style="list-style-type: none"> <li>• Level Teams</li> <li>• Numeracy Co-ord</li> <li>• Classroom Teachers</li> <li>• Teaching and learning Numeracy Coach</li> </ul> | <ul style="list-style-type: none"> <li>• Regular PLT's</li> <li>• Regular PLAT PD</li> <li>• Regular Level meetings</li> <li>• Daily Maths lessons</li> <li>• Observation of colleagues math classes</li> <li>• Fortnightly</li> </ul> | <ul style="list-style-type: none"> <li>• Constantly review and trial the effectiveness of the School Assessment Schedule in line with VELS</li> <li>• Folder of Uniform Assessment Tasks for each level.</li> <li>• Support Uniform Assessment Tasks with Assessment Maps and Continuum</li> <li>• Complete compilation of Central Numeracy Activities set up in tubs relevant to each level</li> <li>• Use Open Ended Tasks</li> <li>• Build up resources and references for all of the above</li> </ul> |
| <b>SPEAKING AND LISTENING</b><br>Maintain oral language enrichment programs in the P-2 area and build resources for the 3-6 area of the school                           | Continue to use the ROL database to identify students across the P-2 area who have a specific oral language difficulty.<br>Ensure that classroom planning caters for specific oral language needs of all students.<br>This will be supported by ongoing Teacher observations of the whole   | Using information recorded on LAD database classroom teachers identify students in their own classes who require explicit oral language teaching.   | Class teachers   | Term 1 2008.   | A whole school database has been established to enable monitoring of each child's progress. This is recorded on LAD database.<br><br>Development of suitable oral language activities to incorporate into language programs to meet the needs of individuals or group of children.  |

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|--|--|--|---|---|---|
| <p>Ensure the principles contained in the Language Disorder Program and VELs dimensions for speaking and listening are incorporated into regular classroom teaching across all levels.</p> | <p>class and closer screening by the Speech Pathologist of those students who are deemed to have a more severe problem.<br/> Use the Language Disorder Program screening tool based on the ICPAL model to identify specific areas of weakness of identified students.</p> <p>Continued monitoring of all Prep students using the materials provided in the Prep Literacy Monitor package.</p> <p>On going whole staff PD in the area of oral language.<br/> Ongoing PD for existing OLEs</p> | <p>Prep teachers.</p> <p>OLEs,<br/> School Speech Pathologist.</p> <p>PD Program Budget.</p> | <p>Prep teachers</p> <p>OLE,<br/> School Speech Pathologist.</p>      | <p>Term 1 2008.</p> <p>Ongoing throughout the year during Staff meetings and/or PLTs,</p> <p>Ongoing throughout the year.</p> | <p>Screening of students completed and those with a difficulty identified.</p> <p>Prep entry data collected and recorded on LAD where available.<br/> Reflection on progress documented in student files.</p> |

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| <b>STUDENT ENGAGEMENT</b><br>Form a reference group representative of school community to investigate /address issues relating to student safety and decision making  | Form fluid reference groups within the school community to address specific topics relevant to school needs in relation to policy development  | Invitation to School Community<br>Plan format to suit forums<br>Regular feedback via newsletter to school community<br>Funding from Glenelg Outreach<br>Developmental Curriculum  | Principal<br>Leadership Team<br>You Can Do It co-ordinator<br>Wellbeing Officer<br>Glenelg Outreach School<br>Nurse based here<br>P-2 staff on Teacher Professional Leave   | At least one focus group a Term<br><b>Term 1</b> You Can Do It<br><b>Term 2</b> Attendance/Attitudes to School Survey/Koorie Officer<br><b>Term 3</b> Student Safety Policy Documents / Developmental Curriculum<br><b>Term 4</b> Personal Development / Drug Ed Forum | Maintain/ improve Results in Yr 5/6 Attitudes to School Survey<br>Improve Gr 5 girls connectedness to the school as they move into Gr 6   |
| Develop policies and procedures relating to student well being<br>Ensure Interpersonal Development Standards are included in classroom and school programs<br>Investigate and where appropriate implement programs such as Restorative practices, Peer mediation, Buddies<br>Undertake Professional Teacher Leave to establish a Developmental Curriculum in the P-2 area | Students to discuss results of Attitudes to School Survey- identify areas needing attention/ Junior School Council – extend this into classrooms<br><br>Review student leadership- appointment process, and opportunities for decision making and development of leadership skills.<br><br>Trial of the Developmental Curriculum<br><br>Brophy House / Koorie project (Immersing culture into the school through art works and local features) | Student workshops on attitudes survey to gain greater understanding of survey, and to address areas needing attention/ Junior School Council<br><br>Student forums to discuss and formulate ideas for implementation of review findings/Junior School Council<br><br>Teacher Professional Leave | Gr 5/6children<br>Introduce Gr 3/4Children to leadership skills<br>Well Being Officer<br>Glenelg Outreach School<br>Nurse<br><br>Gr 5/6 children<br>Principal<br><br>P-2 Staff<br><br>Koorie Liaison Officer<br>Local Artist in residence<br>Art Teacher<br>Principal | Term 1 and 2<br><br>Term 3 and 4<br><br>Whole year application. Trial to be conducted in Term 3<br><br>Term 2  | Improved results on Parent Survey Components-- <ul style="list-style-type: none"> <li>• Extra Curricular 4.6 to 5.40</li> <li>• Classroom Behaviour 3.4 to 4.0</li> <li>• Student Motivation 5.46 to 5.80</li> <li>• Social Skills 5.64 up to 5.85</li> </ul> Improved attendance data<br><br>Koorie Art Exhibition<br>Improved attendance by Koorie families in parent teacher/SSG meetings. |

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|--|--|---|---|---|--|
| <b>STUDENT ENGAGEMENT</b><br>Interpersonal Development Standards are included in Classroom and school programs | Continue to implement the practices and strategies of the "You Can Do It" Foundations<br><br>Adopt You Can Do It foundations<br><br>Maintain Restorative Practices<br><br>Develop a mentoring system in P-2 area to support incoming prep students / Kept informal | Making of resources to promote You Can Do It around the school<br><br>On going Monitoring<br><br>Staff meetings<br><br>School Assembly and presentation of certificates<br><br>Staff training | YCDI Co-ordinator<br><br>Whole Staff                                  | Weekly Student lessons<br><br>Daily interaction in the classroom and school grounds<br><br>Assembly<br><br>Monthly EY and MY meetings | You Can Do It values successfully imbedded into School Culture as indicated by You Can Do It surveys.<br><br>Change in responses indicated on Bullying Survey<br><br>Attitudes to School Survey<br><br>Observation of Class Behaviours<br><br>Student discipline records |

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|--|---|--|---|---|---|
| <b>STUDENT PATHWAYS AND TRANSITIONS</b><br>Introduce a process to better identify and document individual student pathways and transitions | <p>Process developed to monitor transfers in and out of school and to ensure accurate flow of information.</p> <p>Use Pupil Files to ensure concise strategic information is forwarded to new class teacher /staff</p> <p>Continue to use Literacy Assessment Database software package to track progress P-6</p> | <p>Develop template to trial</p> <p>Establish accountability timeline and specific roles</p> <p>Procedure to link needs of new children with specific supporting agencies if required</p> <p>LAD data base<br/> Student overview containing information to pass onto new class teacher/staff eg. ILIP, Welfare, Speech assistance</p> <p>Communication between Literacy Co-ordinator and program developer.</p> <p>Provision of time to input data</p> | <p>D and I teacher<br/> Classroom teachers<br/> Business manager<br/> Office Trainee</p> <p>Level Leaders<br/> Staff<br/> D and I teacher</p> <p>Literacy Co-ordinator<br/> Level leaders<br/> Staff<br/> PLT teams</p> | <p>Establish in Term 1 for implementation in Term 2</p> <p>Term 3 for Term 4 Implementation</p> <p>At point of need</p> | <p>Continued documentation to ensure better tracking of student information within/beyond the school. Smoother transition of student into the classroom environment.</p> <p>Documented process for staff to follow to enable transfer and retention of information.</p> |

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|--|--|---|---|---|---|
| <b>ACCREDITATION</b><br>Continue to practice Accreditation processes within the school | Maintain understanding of whole school practice in relation to Performance and Development Culture<br><br>Continue to monitor our Performance and Development Culture against the 5 Elements<br><br>Use and continue to document processes to pick up shortfalls in specific elements. | Continue to Create indicators for each maturity measure<br><br>Continue to link present practices to maturity measures<br><br>PLT's and Staff meetings to reflect upon and increase further understanding of the 5 elements | Principal<br><br>All staff led by Principal<br><br>Leadership Team    | On a term basis<br><br>On needs basis                       | Continue to use documentation and processes in place within school to meet the maturity measures set up during the Accreditation process.<br><br>Maintain staff familiarity with Elements in place within school.<br>Elements imbedded to ensure sustainability of Performance and Development Culture. |