

OAKLEIGH PRIMARY SCHOOL 1601

Annual Implementation Plan 2008

Based on Strategic Plan / Charter developed for 2005-2009

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.	✓
		Cheryl Sanders
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	✓
		Helen Fotheringham

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To increase student achievement in English and Mathematics with a particular focus on explicit teaching.	The learning growth of each student in all strands of English and mathematics to equal or exceed the expected growth of 1.0 VELs level. AIM matched cohort growth in reading and number be at least the expected 1.0 VELs level. 85% of students achieving “at or above the expected VELs level” and at least 20% above expected levels across the school in all English and Mathematics strands by 2009.	Teacher Assessments against the VELs to show 0.9 growth in English and Mathematics with a particular focus on Spelling and Measurement. Teacher assessments against the VELs to show a 50% improvement in English for children assessed in the lower C, Prep-6
Student Engagement and Wellbeing	To increase student connectedness to school through enhanced student engagement in learning	Parent opinion of the Quality of teaching and VELs data consistently above state benchmarks, trending up across the strategic planning period. Improved Student Attitude to School Survey in Teaching and Learning and Student Motivation to at least 75% school mean. Improved Student Attitudes to School Survey in Teaching and Learning (Stimulating Learning) to at least 75%.	Improvement of 10% net agreement in Stimulating Learning, and Student Motivation variables.
Student Pathways and Transitions	To implement an effective approach to transition between VELs levels	Prep-92% accuracy to read unsighted text at level 5. Grade 1-92% accuracy at level 15 Grade 2 – 92% accuracy at level 20	Prep92% accuracy to read unsighted text at level 5 Grade 1 92% accuracy to read unsighted text at Level 15

Implementation

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How 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
<p>1. Student Learning To obtain an accurate and comprehensive picture of student achievement</p> <p>Document and introduce P-6 VELS spelling program</p> <p>Review Maths policy and program</p>	<p>Identify students at risk using AIM and VELS data</p> <p>Moderation of progression points each term in English Maths dimensions to get greater consistency above expected VELS levels.</p> <p>Looking at 4 key elements of spelling program: phonological, visual, morphemic knowledge & etymological</p> <p>Revisit 'The Thinking Curriculum' with emphasis on De Bonos Thinking Hats and Keys to Thinking</p> <p>Review Maths lessons with emphasis on Early Years structure and use of concrete materials.</p> <p>Individual Learning plans documented for low and high</p>	<p>Staff Meetings Data analysis and Interpretation of School Level Report.</p> <p>staff meetings</p> <p>PD for teachers on using the spelling program</p>	<p>All teachers</p> <p>All teachers</p> <p>Maths committee</p> <p>Teachers review with parents each term.</p>	<p>Each term</p> <p>Term 2</p> <p>Term 1,2,3,4</p>	<p>Moderation books including rubrics in English and Mathematics</p> <p>Evidence of Thinking skills to be shown in Integrated planners and weekly program Scope and Sequence Charts to include Thinking Skills Progression</p>

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<p>Continue to refine portfolios using assessment tasks that focus on the Thinking Curriculum and investigate the use of digital portfolios.</p> <p>2. Performance and Development Culture</p> <p>Develop plan for Professional Development requirements towards P&D accreditation.</p>	<p>achievers at risk in English and Mathematics.</p> <p>Grades 3 and 4 to trial digital portfolios</p> <p>Develop scope and sequence chart for thinking and ICT skills</p> <p>Use 3 multiple sources of feedback and analysis of data sets: VELs, AIM, Parent and Student Opinion and PoLT. Link sources of feedback to teacher P&D plans 2008</p> <p>Explore Peer Observation and Skill of Questioning in giving feedback</p> <p>Develop agreed guidelines for use of sources of feedback.</p>	<p>Professional Development Budget.</p>	<p>Student/teacher and parent conferences in June showing student portfolios.</p> <p>PD team in Collaborative Teaching and Learning Project-Peer Observation</p>		<p>Scope and Sequence Chart for Thinking Skills and ICT</p> <p>Accreditation achieved</p>

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<p>3. Student Engagement and Wellbeing</p> <p>Continue to implement PoLT</p> <p>Peer observation of classroom teaching.</p>	<p>PoLT implementation throughout the school. Use of individual PoLT data and inclusion in P&D Plan. Analyse PoLT data on individual and school level. Use of aggregate PoLT data to identify improvement areas.</p>		<p>PoLT coordinator, teachers and leadership team.</p>		<p>All teaching staff to complete student PoLT survey</p> <p>Data analysis of AIM, VELs, Analysis of reading, Attitude to School, Parent and PoLT data</p>
<p>Focus on engaging students through embedding the use of ICT across the curriculum. Promote the engagement of boys through ICT</p> <p>More effective use of Attitudes to School Data</p>	<p>All staff complete epotential survey twice a year. All teachers include an ICT personal, team and school goal in Performance Review. Self assess against elearning matrix Develop action plan for 2008 implementation based on epotential and elearning matrix Aggregate epotential data to identify area of improvement.</p> <p>Analysis of student attitude data with whole staff. Use a focus group of students to drive change Identify areas for improvement and develop strategies or make link to other student learning strategies.</p>	<p>ICT budget Staff meetings Curriculum Day</p>	<p>ICT coordinator Ultranet coach Leadership team</p> <p>5/6 teachers and Principal</p>	<p>Terms 2,3,4</p> <p>Survey conducted in May. Focus groups when results come in term 3.</p>	<p>Developed and implemented ICT action plan</p> <p>All teachers completed epotential surveys twice</p> <p>Whole staff analysed and discussed student attitudes data</p>

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4. Student Pathways	Track low performing AIM 2007 students. Introduce new transition program kinder-prep. VELS specialist program for 4 year olds Buddy system for all 3 and 4 year old kinder students	ILP's	Grade teachers in discussion with leadership team. All staff and students p-6		Higher enrolment 2009