

The Lakes South Morang P-9 School 8846

Annual Implementation Plan 2010

(Based on Strategic Plan developed for 3 years)



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.	[INSERT TICK HERE]
		[Kerrie Heenan] February 2010]
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	[INSERT TICK HERE]
		[Wayne Craig] [INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To build a teaching and learning program that is individual and challenges students to take the extra step.	<p>Major indicators of student learning outcomes from years P to 9 to be higher than the average of like school levels for the life of the strategic plan</p> <ul style="list-style-type: none"> 80% of Year P students will achieve at or above Level 5 for reading 85% of Year1 will achieve at or above Level 15 for reading 90% of Year 2 will achieve at or above Level 20 for reading <ul style="list-style-type: none"> 80% of students Years 3-9 will achieve at least two progression points per level of the strategic plan according to teachers' judgement against the Victorian Essential Learning Standards in writing 70% of Year 5, 7 & 9 students will have attained the indicative level in the NAPLAN Numeracy assessment by 2010 <p>100% of staff are using ICT in their daily work program by the end of 2009</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> To have all students deemed capable make at least one year's VELS progress annually in Literacy and Numeracy. To halve the number of students performing below the expected levels (NAPLAN and VELS). <p>End of Year Benchmarking based on teacher assessment using the PM Benchmark kit:</p> <p>Prep – 80% at or above Lv 5 Yr 1 – 85% at or above Lv 15 Yr 2 – 90% at or above Lv 20</p> <p>Results from the Online English Assessment Interview in Reading, Writing and Speaking and Listening will show:</p> <p>Prep – 75% at VELS Level 1 Yr 1 – 80% at VELS Level 1.5 Yr 2 – 85% at VELS Level 2.0</p> <p>60% of year 3, 5, 7, 9 reaching the indicative level in the NAPLAN Numeracy assessment</p>

			<p>ICT – 100% of staff are using ICT in Teaching and Learning programs</p>
<p>Student Engagement and Wellbeing</p>	<p>To develop and maintain a caring, cooperative school environment where students celebrate learning, feel secure and valued, and are able to achieve individual success.</p>	<p>Student and staff survey data to be better to than state averages during the life of the strategic plan.</p> <ul style="list-style-type: none"> • The mean score for student safety in the Attitude to Schools Survey for Years 5/6 & 7/8 in 2009 will be at or above the 70% • Attendance from years P to 9 to be greater than the state average during the life of the strategic plan. • 100% attendance data improve by 10% for 2007 • Decrease the number of suspensions in Years 5-9 by 10% 	<p>To raise student safety data to the 75th percentile in Yrs 5 – 9 in Attitudes to School Survey</p> <p>To increase Early Starters and 100% Attendance by 10%</p> <p>Baseline Data: 2007 – 35.7% 2008 – 38.9% 2009 -</p> <p>To decrease whole school behaviour log entries by 10%</p> <p>Baseline Data: 2007 – 48% 2008 – 38.8% 2009 -</p> <p>Increase in Attitudes to School Survey in “Student Safety” from Grades 5 to 6, 6 to 7 and 7 to 8 cohorts</p> <p>Baseline Data: Using 2009 data</p> <p>Improvement/increase in Staff Opinion Survey in “Effective Discipline Policy” and “Student Misbehaviour”</p> <p>Baseline Data:</p>

			Using 2009 data
Student Pathways and Transitions	To improve student transition and learning opportunities from home/kindergarten to school, from primary to secondary school and from compulsory to post compulsory schooling.	To facilitate a seamless transition through the Middle Years. To evaluate and review the Prep and Year 6 transition programs and develop yr 4 to 5 and year 9 to 10 transition programs	Sustain the Year 7 enrolment from Morang South at 25% of Grade 6 cohort Baseline data: 0%



Implementation

Student Learning

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>To build a teaching and learning program that is individual and challenges students to take the extra step.</p>	<p>Consistency of teacher practice in the use of The Lakes Teaching and Learning pedagogy.</p> <p>Participation in the AIZ project to improve teaching and learning practices through:</p> <ul style="list-style-type: none"> establishing the pre-conditions for learning using data to inform teaching practice establishing a school improvement team, professional learning teams and models of teacher observation using high reliability literacy/numeracy strategies developing whole school literacy/numeracy plans 	<p>Assignment of VELs Learning Leaders to Professional Learning Teams \$20000 Language Support \$10000 Secondary Equity</p> <p>Principal leads the educational change agenda in the school</p> <p>Professional learning sessions for:</p> <ul style="list-style-type: none"> learning leaders leaders, professional learning teams data manager school improvement team principals and leaders <p>Allocation of school time to support whole school implementation, including school improvement team and teacher observation</p> <p>Use of a range of</p>	<p>Leadership designate VELs Learning Leaders to ensure effective implementation of AIZ strategies.</p> <p>Principals and assistant principals</p> <p>School improvement team</p> <p>Learning leaders</p> <p>Leaders, professional learning teams</p> <p>Data managers</p> <p>Networks</p> <p>Regional network leaders</p> <p>Coaches</p> <p>All teachers</p>	<p>Ongoing</p> <p>Patrick Griffin – 5 half day sessions over the year On-line ALP testing over 2 weeks; Years 3 – 8 (Term 2, 12/4 – 23/4 / Term 4, 6/9 – 17/9) John Munro – 4 sessions (terms 1 & 2 Primary and Secondary) – HRLTP's John Munro – 3 sessions (term 2 – Secondary only) - Literacy Peter Sullivan – 3 sessions (term 2 Secondary only) - Numeracy Lorraine Edwards – 3 sessions (term 2 Primary only) - Literacy Sue Gunningham – 3 sessions (term 2 Primary only) - Numeracy</p>	<p>Staff opinion survey (specifics)</p> <p>Attitudes to school survey Parent Opinion Survey</p> <p>All staff to participate in a formalised evaluation and feedback process</p> <p>Record of school visits affirming what we are doing.</p> <p>Presentations at Conferences and Network events</p> <p>Complete Roles and Responsibilities Booklet outlining specific intent for each role</p> <p>AIZ strategies included in teacher and Principal Class performance plans</p> <p>AIZ structures and</p>

	<p>Integration Program. Formalise process for all D&I funded students</p>	<p>assessment tools, e.g. On-Demand testing, Assessment and Learning Partnerships (University of Melbourne)</p> <p>PD time during Professional Learning team meetings and internal PD sessions to align all teaching staff to our school's processes.</p> <p>Induction process and coaching support provided to new 2010 staff to build Teaching and Learning capacity in The Lakes model.</p> <p>Maintain small class sizes across years 3 to 9 using ESL funding \$103,000</p> <p>Use funding to run a range of programs across the Middle Years (Secondary equity)</p> <p>AP employed for Student Wellbeing on EY campus</p> <p>Higher Duties (Leading Teacher) and Time Allowance for Integration D&I \$10,000</p>	<p>AP and Leading Teachers – VELS Leaders to monitor and ensure/provide PD</p> <p>Designated PD coordinator/Leading Teacher</p> <p>Leadership</p> <p>Integration Coordinator</p>	<p>During induction program Curriculum Days Ongoing Part of our 3 week meeting schedule</p> <p>Ongoing</p> <p>Ongoing</p>	<p>protocols documented</p> <p>Process and timetables implemented to support learning leaders to practise, demonstrate and coach in use of strategies</p> <p>Consistency of teacher practice in use of high reliability literacy/numeracy strategies in all classrooms</p> <p>Data used routinely to plan and monitor progress of the instructional program</p> <p>Principal coordination of and participation in teacher observation</p> <p>Each teacher's classroom practice is observed at least five times throughout the year school</p> <p>Record of P.S.Gs and programs on PSDMS and staff portal</p>
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		<p>Maintain Teacher Assistant time (1.0) for Julie Bulley \$12,000</p> <p>Ensure PSG meetings are arranged each term for those students receiving funding and that PSDMS is used appropriately to make submissions and add in goals.</p> <p>Continue to employ Youth Worker \$20000 Primary Welfare \$20000 SFO</p> <p>Allocate support 1.0 – yr 7 .8 – yr 3/4: D&I \$60,00</p>	<p>Student Wellbeing Coordinators</p> <p>Craig Phillips</p> <p>SSOs Julie Bulley 1.0 Elise Tollit 0.7 Chris Garrett 0.7</p>	<p>Once per term</p> <p>February to December</p>	
	<p>Introduce procedures and opportunities for building capacity in human leadership</p>	<p>Human Leadership in a Social Networking World – 2 Day Conference in 2010</p>	<p>All Staff</p> <p>All Staff (optional)</p>	<p>Ongoing</p> <p>Conference 28-29 January</p>	
	<p>Implement the Wannik strategy to lift outcomes for the Koorie students within our school.</p>	<p>Put processes in place to develop IEPs for Koorie students. \$5000 Secondary Equity</p>	<p>Student Welfare Officer Teachers</p>	<p>Ongoing</p>	



Reading Benchmark Levels	<p>Planning to ensure appropriate Teaching and Learning programs</p> <p>Targeted PD for new grads and beginning teachers in Early Years Reading</p> <p>Consistent approach towards planning</p>	<p>Targeted PD</p> <p>Allocation of budget money to provide PD and materials in the form of books</p> <p>Coaching of staff</p> <p>Timetable organisation and structure</p>	<p>All staff</p> <p>Leading Teacher VELs 1 Learning Leaders VELs 2</p> <p>Team leaders to lead planning/organisation</p> <p>PD coordinator</p>	<p>Ongoing</p> <p>Part of weekly planning and team meeting agenda</p>	<p>To achieve set reading targets</p> <p>Consistency of teacher practice in implementing the Early Years reading strategy.</p>
	<p>Investigate, develop and implement a play-based learning/oral language program specific to The Lakes model</p>	<p>Purchase a range of play based learning equipment and resources \$10000 Language Support</p> <p>PD for staff in oral language Consultant and PD \$10000 Language Support</p> <p>Employment of Expert Teacher tagged Play based learning/Library</p>	<p>Expert Teacher play based learning LT Coach P-2</p>	<p>Ongoing</p>	<p>All relevant teachers are implementing the documented play-based oral language program strategies that complement the Integrated Scope and Sequence documents</p>
<p>Increase in Naplan Numeracy results: Yr 3 to Yr 5 by 1.0 Yr 5 to Yr 7 by 1.0 Yr 7 to Yr 9 by 1.0</p>	<p>Increase moderation opportunities across the network</p> <p>Provide Numeracy PD for staff</p>	<p>Additional resources of staff to improve numeracy groups</p> <p>Access EY/MY Numeracy coordinator training</p>			<p>Increased use of VELs number progression points across the school</p> <p>Teacher assessed data to be closely aligned to NAPLAN data</p>
<p>Ultranet To develop the knowledge</p>	<p>All staff complete e-potential survey tool.</p>	<p>Regular meeting of focus teams</p>	<p>Network Ultranet coach</p>	<p>May 2010 'roll-out'</p>	<p>All teachers are implementing strategies as</p>

<p>and readiness required for effective use of the Ultranet.</p>	<p>Professional learning activities related to the development of school based implementation strategy on quality learning and teaching and how ICT can be used to support and enhance this</p>	<p>Staff complete related professional learning Purchase of Hardware EY notebook computers X50 - \$18000 MY Notebooks - \$50000 LCD TV - \$5000</p>	<p>All staff Leadership Teams Professional learning teams Team Leaders</p>	<p>On going</p>	<p>a result of the 100% completion of the e-potential survey tool by the end of semester 1. An ICT and learning and teaching goal included in every teacher's performance plan.</p>
<p>Implementation of eLearning Plan</p>	<p>An attendance and learning register related to Ultranet professional learning established.</p>	<p>SRP or time for eLearning coordinator Participation in the Mill Park Learning Community as part of AQTP submission</p>	<p>Strategic Team eLearning Headed by eLearning coordinator eTeam</p>	<p>Part of our 3 weekly meeting schedule</p>	<p>An attendance and learning register derived from Ultranet professional learning is developed and maintained for all staff</p>



Student Engagement and Wellbeing

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>To develop and maintain a caring, cooperative school environment where students celebrate learning, feel secure and valued, and are able to achieve individual success.</p>	<p>Build on (or introduce) effective behaviour management strategies</p> <p>Develop student voice through feedback and evaluation of their own learning</p>	<p>Access to AIZ and regional professional learning</p>	<p>See above</p>	<p>See above</p>	<p>Whole school consistency in implementing behaviour management strategies in line with the Department of Education and Early Childhood Development's Student Engagement Policy Guidelines</p>
<p>To raise student safety data to the 50% quartile in Attitudes to School survey</p>	<p>Pastoral Home Group one session per week MY campus and two half hour sessions for PATHS on EY campus</p>	<p>Re-timetabling of Home Group structure</p>	<p>All teams/team leaders supported by the Leadership team and Welfare staff Home Group teachers (attendance) ES/STA recording the student attendance data</p>	<p>Home Group sessional according to timetable</p> <p>Attendance data - weekly</p>	<p>Plan and document approaches for using student voice to support improved engagement</p>
<p>To decrease student suspensions and whole school behaviour log by 10%</p>	<p>Develop online Behaviour Log for recording across P-9</p> <p>Implement PATHS program</p> <p>Engaging external service providers</p>	<p>PATHS strategic team to monitor and drive implementation</p> <p>Student Welfare Coordinator @ MY – 0.8 (using secondary equity money) EY – 0.6 (using Primary</p>	<p>Assistant Principal position EY</p> <p>Strategic planning team Student Welfare staff leaders</p>	<p>Student behaviour - ongoing</p>	<p>Student voice included in the classroom and school improvement process</p> <p>All relevant teachers are implementing the PATHS program operating at P-4</p> <p>Online Behaviour Log Data base</p>

		equity money out of SRP)	Staff members responsible for D&I program		
To increase Early Starters and 100% Attendance by 10%	OHS focussed PD and updating of: First Aid Anaphylaxis training Mandatory Reporting Use of Fire Extinguishers	Create a structure that has Student Managers in place P-9 Provision of time and space for students to meet with Student Welfare Coordinator and external agencies as appropriate Monitoring attendance data/Early Starters	Network Manager All staff PD coordinator	Ongoing Term 4 as part of the PD cycle	Improved attendance across all year levels



Student Pathways and Transitions

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>To improve student transition and learning opportunities from home/kindergarten to school, from primary to secondary school and from compulsory to post compulsory schooling</p> <p>K – P and 6 – 7 Transition Programs</p> <p>4-5 Transition program</p> <p>Year 9 Transition program</p>	<p>Evaluate and Review current programs</p> <p>Arrange formal/informal activities between the Kindergarten and Prep children</p> <p>All P-2 staff attend a Kinder observation session</p> <p>Continue closer links with Kindergartens and feeder primary schools within transition program</p> <p>Review and improve Year 7 Orientation Day</p> <p>Continued development of Yr4 to Yr5 transition program</p> <p>Continued development of a transition program for The Lakes Yr 9 students to chosen post compulsory schooling placements</p>	<p>Plan the program over the whole year - develop an Action Plan</p> <p>Roles and Responsibility guide for the person in charge of Transition</p> <p>Allocation of meeting time</p> <p>Allocation of budget money for publications and other materials</p> <p>Leading Teacher Transition/Community Liaison \$10000 SFO</p> <p>Relevant parent information sessions appropriate to the transition program</p> <p>Employ Leading Teacher Yr 9 Transition and Pathways (Compulsory to post compulsory schooling) \$87000 Secondary Equity</p>	<p>K-P & 4-5 Transition Strategic Team led by Leading Teacher</p> <p>Involve Kinder Staff and EY Transition leader</p> <p>Principal, AP, strategic team leaders, relevant staff members</p> <p>6-7 & 9-10 Transition Strategic Team led by the Leading Teacher- Yr 9 Transition and Pathways</p>	<p>Ongoing and after specific milestones within the program</p> <p>Internal transition opportunities for YR 4 students to attend session/s on MY site during term 4 Develop across year</p> <p>As appropriate</p>	<p>Effective transition program across K-P, 6-7, 4-5 and 9-10 including program documentation</p> <p>Continued use of Prep Parent Information Handbook, Coming to School Pack and EY Organiser</p> 

