Annual Implementation Plan 2012
Goonawarra Primary School 5248

Based on Strategic Plan developed for 2012 - 2015

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed: .................................</th>
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<tbody>
<tr>
<td></td>
<td>Name: Alan Fairweather</td>
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<td>Date: 20th February 2012</td>
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<thead>
<tr>
<th>Endorsement by School Council</th>
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<tr>
<td></td>
<td>Name: Peter Abdilla</td>
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<td>Date: 20th February 2012</td>
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<tr>
<th>Endorsement by Regional Director or nominee</th>
<th>Signed: .................................</th>
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<td>Name: ................................</td>
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<td>Date: ................................</td>
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### Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>2011 Data</th>
<th>One Year Targets</th>
</tr>
</thead>
</table>
| **Student Learning**                                                  | **Target:**  
- End Year 2015 English and Mathematics (all dimensions) NAPLAN targets:  
  **Year 3**  
  - 85% above Band 3  
  - 50% above Band 4  
  **Year 5**  
  - 85% above Band 5  
  - 50% above Band 6  
- Matched cohort growth to be 100% of state mean growth.               | **Year 3 Reading:**  
  - 69% above BAND 3  
  - 53% above BAND 4  
  **Year 3 Writing:**  
  - 75% above BAND 3  
  - 57% above BAND 4  
  **Year 3 Numeracy:**  
  - 66% above BAND 3  
  - 43% above BAND 4  
  **Year 5 Reading:**  
  - 47% above BAND 5  
  - 30% above BAND 6  
  **Year 5 Writing:**  
  - 42% above BAND 5  
  - 6% above BAND 6  
  **Year 5 Numeracy:**  
  - 51% above BAND 5  
  - 10% above BAND 6  
| **Numeracy:**  
School: 68.0  
State: 85.5                                                              | **End Year 2012 English and Mathematics (all dimensions) NAPLAN targets:**  
- Year 3 Reading:  
  - 75% above BAND 3  
  - 55% above BAND 4  
- Year 3 Writing:  
  - 75% above BAND 3  
  - 60% above BAND 4  
- Year 3 Numeracy:  
  - 70% above BAND 3  
  - 45% above BAND 4  
- Year 5 Reading:  
  - 65% above BAND 5  
  - 35% above BAND 6  
- Year 5 Writing:  
  - 60% above BAND 5  
  - 20% above BAND 6  
- Year 5 Numeracy:  
  - 60% above BAND 5  
  - 20% above BAND 6  
**To achieve a marked increase in school matched cohort growth in the areas** |
End Year 2015 English EOI dimensions: Prep – Yr 2
Target: 85% at or above Group 3

Achieve a yearly increase in the proportion of students assessed as being at or above the VELS Thinking Processes domain standards/progression points appropriate to their year level from a base identified during 2011

<table>
<thead>
<tr>
<th>Student Engagement and Wellbeing</th>
<th>Improving Student Attitudes to School Survey scores for the following measures by 2015:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student Wellbeing: 5.77</td>
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<tr>
<td></td>
<td>• School Connectedness; to be at or above 4.4 for both girls and boys</td>
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<tr>
<td></td>
<td>• Student Motivation; to be at or above 4.57 for both girls and boys</td>
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<td></td>
<td>• Classroom behaviour: to be at 3.37</td>
</tr>
<tr>
<td></td>
<td>• Student Safety to be at 4.4</td>
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</tbody>
</table>

| Reading:                        |
| School: 69.2                   |
| State: 82.0                    |
| Writing:                       |
| School: 48.6                   |
| State: 70.9                    |

EOI – 2009 Data (at or above Group 3)
Prep: 98% Reading
98% Writing
94% Speaking and Listening
Year 1: 75% Reading
83% Writing
67% Speaking and Listening
Year 2: 83% Reading
97% Writing
73% Speaking and Listening

EOI – 2009 Data (at or above Group 3)
Prep: 98% Reading
98% Writing
94% Speaking and Listening
Year 1: 75% Reading
83% Writing
67% Speaking and Listening
Year 2: 83% Reading
97% Writing
73% Speaking and Listening

Prep: Maintain current levels
Year 1:
• 80% Reading
• 85% Writing
• 75% Speaking and Listening
Year 2:
• Maintain Reading and Writing
• 78% Speaking and Listening

of Numeracy, Reading and Writing in 2012 so that school growth is within 10 points of state growth.
<table>
<thead>
<tr>
<th>Parent Opinion Survey:</th>
<th>Staff Survey</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Safety score at 5.26</td>
<td>• Student Safety score at 4.66</td>
<td>Achieve average student absences at 12.00 days per year.</td>
</tr>
<tr>
<td>• Student Motivation score at 5.73</td>
<td>• Student Motivation score at 5.58</td>
<td></td>
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<tr>
<td>• School Connectedness score at 5.8</td>
<td>• School Connectedness score at 5.76</td>
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<tr>
<td><strong>Staff Survey</strong></td>
<td><strong>Staff Survey</strong></td>
<td></td>
</tr>
<tr>
<td>Achieve scores on</td>
<td>Achieve scores on</td>
<td></td>
</tr>
<tr>
<td>• Student Motivation at 75</td>
<td>• Student Motivation at 25</td>
<td></td>
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<tr>
<td>• Student Misbehaviour at 30</td>
<td>• Student Misbehaviour at 50</td>
<td></td>
</tr>
<tr>
<td>• Student Decision making at 60</td>
<td>• Student Decision making at 50</td>
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**Attendance**

Achieve average student absences at 12.00 days per year.

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**Student Pathways and Transitions**

To improve student outcomes relating to the various forms of transition that the students experience during their primary schooling.

To achieve better than 85% parent approval on items related to Transitions on the Parent Opinion Survey.

**2011 Data:**

- Item 52: 68%
- Item 53: 68%
- Item 54: 64%
- Item 55: 72%

See the following improvements in items related to Transitions:

- Item 52: 75%
- Item 53: 75%
- Item 54: 70%
- Item 55: 78%
<table>
<thead>
<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>What (Actions) the activities and programs required to progress the key improvement strategies</th>
<th>How (Resources) the budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Achievement milestones the changes in practice or behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy teaching</td>
<td>Establish and communicate a clear and agreed pathway based on shared high expectations (by parents, students, teachers) for improved English and Mathematics outcomes for all students.</td>
<td>Commonality in goals to be achieved on planning days.</td>
<td>School Improvement Team consisting of: • Principal • Assistant Principal • Area co-ordinators</td>
<td>SIT to meet fortnightly. PLTs to meet weekly.</td>
<td>Establish Professional Learning Teams which meet regularly for focused discussions on teaching and learning.</td>
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<td></td>
<td>Establish commonality of pedagogy and consistency of delivery of English / Numeracy programs across classes.</td>
<td>Sharing of teaching practices through peer observation. Successful resources identified and utilised by all staff eg PM Writing, Developmental Continuum in Maths and English, Key Competencies documents.</td>
<td>SIT, individual teachers</td>
<td>Peer observation – monthly except for Graduate Teachers where the expectation will be 2 hours per week. Weekly through PLT meetings.</td>
<td>Peer observation sessions to consolidate and extend the use of common practices in the area of writing. Use of common resources in the planning of teaching content, strategies and learning outcomes.</td>
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<tr>
<td></td>
<td>Progressively adopt and implement the AIZ approach to teaching Literacy • High Reliability Literacy Teaching Procedures</td>
<td>Staff to become familiar with the HRLTP through whole staff PD and discussion.</td>
<td>SIT – Assistant Principal</td>
<td>Early Term I – end of February.</td>
<td>All staff familiar with and implementing HRLTP.</td>
</tr>
<tr>
<td>Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of</td>
<td>Enhance understanding and use of performance data through whole staff discussion sessions.</td>
<td>Presentation of data for whole staff discussion.</td>
<td>Assistant Principal. Area co-ordinators and all staff.</td>
<td>February / continue throughout the year.</td>
<td>Team planning sessions are linked to student performance data.</td>
</tr>
<tr>
<td>students, and the school as a whole.</td>
<td>Use On Demand testing to help moderate teacher judgements against VELS.</td>
<td>Review use of SPA with staff in order for all to remain informed of data at all levels – whole staff meeting. Revision of Assessment Schedule in line with Key Improvement Strategy.</td>
<td>February</td>
<td>Improvement in the differentiation of student scores against VELS. Assessment schedule to include more rigorous use of ONDEMAND and pre and post tests and data.</td>
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<tr>
<td>Provide intervention and extension programs to support and extend student learning</td>
<td>Use data to identify students needing intervention or extension. Identify Koorie children within each grade level and monitor progress.</td>
<td>Sourcing of resources to support teaching and learning. Provision of a KELP and a SALP for each student.</td>
<td>All staff</td>
<td>Throughout the year. Monitoring of individual students and cohorts within and between year levels using SPA.</td>
<td></td>
</tr>
<tr>
<td>Continue to introduce the Ultranet to students and teachers.</td>
<td>Have students in Years 3 to 6 accessing the Ultranet on a regular basis.</td>
<td>Create students’ log on and passwords. Students to investigate Ultranet functionality. Lease 28 netbooks for individual student use. Professional Development undertaken by staff.</td>
<td>ICT co-ordinator. Classroom teachers and ICT specialist. Gerald and Jess.</td>
<td>Students’ log on and passwords created Term 1. Laptops leased Term 1. Ongoing throughout the year. Students’ log on and passwords created. Evidence of students using Ultranet applications in their class work. Lease of 28 notebooks.</td>
<td></td>
</tr>
<tr>
<td>Continue to provide a safe, secure and nurturing environment for students</td>
<td>Explore I Can Do It and Kids Matter programs to identify a program which will enhance and complement current programs and activities. Continue to support core</td>
<td>Source programs for exploration. Establish a team of interested staff.</td>
<td>Term I. Throughout the year. Program identified which will extend and enhance current practices. Extra-curricula activities maintained and extended.</td>
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</table>
| Curriculum with a range of extra-curricula activities to engage and extend students. Continue with the Positive Start to School program. | Review and implement the school wide student engagement policy. 
Team to plan a series of staff activities aimed at familiarising staff with the school wide student engagement policy and to focus staff attention and discussion on student engagement in their learning. 
Review student opinion data trends related to student engagement. 
Review parent opinion data trends related to student engagement. | Establish a team for the purpose of the review. 
Establish a timeline for familiarisation. 
Attitudes to school survey. 
Parent Opinion Survey. | Identified team. 
Principal or Year 5/6 Co-ordinator responsible for conducting survey. Data review – leadership team. 
Leadership team. | Term 1 
Term 2 / 3 | Team to review and implement Student Engagement Policy meeting regularly. 
Staff familiar with student engagement policy. 
Teaching teams investigating ways in which student engagement in learning might be enhanced. 
Improvement in student and parent opinion data trends related to student engagement. |
|---|---|---|---|---|---|
| Develop, implement, review and regularly promote a school-wide student engagement policy. | I Can Do It / Kids Matter Programs | Source programs for exploration. | Establish a team of interested staff. | Term I. 
Throughout the year. | Measures which build on the student leadership program identified and implemented. |
| Continue to build the student leadership program | | | | | |
| Monitor trends in student attendance | Continued implementation of the It’s Not OK To Be Away Program. 
Attendance monitored, ongoing communication with parents of children recording high rates of absenteeism. | Attendance data collected weekly with monthly reports being generated. | Assistant Principal | Ongoing | It’s Not OK To Be Away strategy continued. 
Drop in rate of absenteeism for children identified as chronic absentees. |
Review and enhance the transition strategies across the three stages of transition.

Review and reform the process for transitioning students from one Year level to another.

Continue to utilize the option of extended transition offered to our Year 6 students by the local secondary colleges.

Extend process.

Principal / whole staff

Year 6 staff.

Early Term IV

Term III / Term IV

Implementation of processes for transition between year levels.

Use of extended transition for identified students.

Review data and materials passed on as part of internal transition.

Meet with parents, current teachers and aides, and future teachers and aides of all students involved in the SSG process for the passing on of information.

Time allocated to all staff involved through the provision of CRT if necessary.

Assistant Principal and identified staff.

Term IV

Meetings taking place in December with all involved parties attending.

Strengthen and broaden community partnerships.

Identify a current staff member with the skills necessary to assume overall responsibility for the school’s website.

Provision in budget for the production of bi-termly newsletters. Time provided.

Leadership team, Michelle C., and all staff.

Ongoing

Twice a term

Use of our school website to promote the great things that are happening in our school.

Build the communication between future clients, the broader community and the school.

Time allocated for meeting with parents / feedback requested.

Jessica Dinsdale

Ongoing

Michelle C supported by all staff.

Term I

Newsletters recounting happenings and giving information on forthcoming events to the local kindergartens and child care facilities on a twice termly basis.

Use of our school website as a source of information for new parents.

Provide Prep Parents with the opportunity to have staff answer any questions they have now that their child has started school through an invitation to a morning tea.

Time allocated within the timetable.

Sue Conn / Jess Dinsdale supported by all staff.

Ongoing

Respond to parent feedback, questions and concerns in a positive and proactive way.

### Equity component:

**Programs for Students with Disabilities**

| Integration students – level 1 | 1 | $6,053 |
| Integration students – level 2 | 6 | $83,988 |

The funding received for our students on PSD is allocated in the following areas:

- Employment of integration aides.
- Provision of resources such as concrete materials, books, equipment and staff resources which are necessary for each student’s development.
- To provide the personnel and time needed to coordinate the program.
| Integration students – level 3 | 2 | $44,192 | • Provision of targeted Professional Development for our Integration Aides. |

**Student Family Occupation**

| Credit component of SFO = $9,398 | Cash component of SFO = $602 | The funding received as part of our for our Student Family Occupation maybe used in the following ways:  
• To provide additional support to students and their families through regular Student Support Group meetings.  
• To provide programs which are deemed as appropriate to the needs of identified children.  
• To allow staff to access Professional Developmental opportunities which will enhance the overall developmental of our students ie emotional, physical, social and academic developmental. |