

Avondale Primary School 4812

Annual Implementation Plan 2007

Based on Strategic Plan 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.	
		Paul Mulroyan 17/11/2006
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	
		Robert Blachford [INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<ul style="list-style-type: none"> - To improve student achievement against the English Domain Standards in the VELS at all year levels from Prep to Year 6. - To improve student achievement against the Mathematics Domain Standards in the VELS at all year levels from Prep to Year 6. 	<ul style="list-style-type: none"> - To increase the growth in Reading achievement from Year 3 to Year 5 as measured by the AIM to a full two years of growth in mean terms. - To increase the proportion of students at each of Prep and Years 2, 4 and 6 assessed as meeting (i.e., established or above in the current terminology) English 	<ul style="list-style-type: none"> - To increase the growth in Reading achievement from Year 3 to Year 5 as measured by the AIM to 1.75 years of growth in mean terms. - To increase to 50% the proportion of students at each of Prep and Years 2, 4 and 6 assessed as meeting (i.e., established or above in the current terminology) English
Student Engagement and Wellbeing	<ul style="list-style-type: none"> - To develop in students the knowledge, skills and dispositions needed for a seamless transition through the stages of learning as described in the Victorian Essential Learning Standards 	<ul style="list-style-type: none"> - A progressive reduction in student absenteeism so that the average absences at each year level are no more than statewide benchmarks by the end of 2008. The identification of programs / pedagogical approaches that contribute to developing students' community building and team worker skills as part of a curriculum plan I to implement VELS by the end of 2007. - Student opinion that falls within or exceeds the middle 50% for all variable items by the end of 2008 for students. 	<ul style="list-style-type: none"> - That each student completes a comprehensive portfolio of work to facilitate transition from primary to secondary school by the end of 2008. - That assessment data and analyses is accessed by teachers from one year to the next. - - To reduce student absences by 25% across all grades when comparing 2005 with 2007.
Student Pathways and Transitions	<ul style="list-style-type: none"> - To develop students who have strong social competencies and resilience, a positive valuing of self and a conscious personal and social values base; have skills in cooperation, communication and negotiation; and are independent of mind, responsible, persevering, self-regulating and reflective. 	<ul style="list-style-type: none"> - That each student completes a comprehensive portfolio of work to facilitate transition from primary to secondary school by the end of 2008. - That assessment data and analyses is accessed by teachers from one year to the next. 	<ul style="list-style-type: none"> - The identification of programs / pedagogical approaches that contribute to developing students' community building and team worker skills as part of a curriculum plan I to implement VELS by the end of 2007. - Student opinion that falls within or exceeds the middle 50% for all variable items by the end of 2008 for students. Particular focus given to:

			Feedback, Fair/Firm, Help/Responsiveness, Quality of Instruction and High Expectation measures.
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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
Enhance teaching and learning across the school	<ul style="list-style-type: none"> Capacity building through coordinated professional sharing on a day to day basis All teachers will become confident in interpreting AIM results by the end of Term 3 Leadership building activities as part of the Leadership meetings Deconstructing text for meaning to meet needs of students with a language background other than English who enter at Prep. The school will seek accreditation to the School Performance and Development Culture by 2008 	<ul style="list-style-type: none"> Further enhance the professional Learning Teams (Planning Teams) by provision of shared planning time weekly. Continue to implement Staff Meetings to incorporate greater emphasis for curriculum innovation and leadership Provide Professional Development on two curriculum days on text deconstruction and assessment based on student comprehension Initiate the Performance and Development accreditation process Implementation of PLT meeting timetable 	<ul style="list-style-type: none"> All staff Department Teams to report on student comprehension monthly Establishment of curriculum committees based upon VELS strands. Department leaders to monitor implementation & report to Leadership regularly All staff to be involved with the introduction of the Performance and Development Culture accreditation process 	<ul style="list-style-type: none"> Weekly meetings of Professional Learning Teams All weekly meetings Term One & Two – Professional Development: curriculum days involving all staff lead by Tony Stead The process will begin in Term Two 2007 	<ul style="list-style-type: none"> Continue VELS committees and introduction of new agenda for all meetings providing for structured small group discussions A 5% increase in the area of <i>Stimulating Learning</i> as measured by the <i>Attitudes to School Survey</i> Establishment of P&DC to ensure teachers are using progression points to map student progress in Maths and English.

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To meet the transition needs of students	<ul style="list-style-type: none"> Continue collaborating with local pre-schools, and particularly Avondale Kindergarten, to ensure that students enter Prep appropriately prepared for school. Provide ongoing support for students in their transitions from kindergarten and the provision of good information to parents regarding the quality of curriculum provided at the school. Develop a proforma portfolio in collaboration with relevant secondary schools to ensure that student have a comprehensive record of their achievements and work throughout primary school. 	<ul style="list-style-type: none"> Prep teachers to visit Kindergartens in local area twice annually – Budget \$460 for Replacement Teachers Parent Information Night Two sessions Kinder Transition Classes of one hour duration in November Regular communication with parents of new students weekly Comprehensive folio of School Information Book, School Philosophy, School Values and School Vision All class teachers to commence the implementation of a student portfolio 	<ul style="list-style-type: none"> Leadership and Junior School staff Curriculum Coordinators All class teachers 	<ul style="list-style-type: none"> Prep teachers to commence visits in February 2007. Communication weekly Information sessions monthly Commence Student Assessment Portfolio in Term 1, 2007. 	<ul style="list-style-type: none"> Successful Prep transition program incorporating suggestions by parents Increased measure of satisfaction in the parent survey re Transitions from 80% to 85% Each student will have an assessment portfolio by the end of 2007.
Improve student safety and wellbeing	<ul style="list-style-type: none"> Develop the school's comprehensive curriculum plan for implementing the VELS which consciously addresses issues of engagement and wellbeing through its physical, personal and 	<ul style="list-style-type: none"> Commence the process of developing a school's comprehensive curriculum plan for implementing the VELS which consciously addresses issues of engagement and wellbeing through its 	<ul style="list-style-type: none"> All staff Leadership and Class teachers Student Welfare Officer in association with Principal Leadership Team, Student Welfare Coordinator, Principal and School 	<ul style="list-style-type: none"> Plans will continue to be implemented through out 2007 Focus groups to run Term 2 & 3 Leadership and staff meetings to discuss student concerns over Terms 2 and 3 	<ul style="list-style-type: none"> To affect a 5%increase in the <u>Student Safety</u> measure of <i>Attitudes to School Survey</i> To affect a 5%increase in the <u>Student Distress</u> measure of <i>Attitudes to School Survey</i> Publish revised Student

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	<p>social as well as interdisciplinary strands.</p> <ul style="list-style-type: none"> Analysis of the outcomes of the student opinion survey data and management of focus groups discussions with students to determine the major engagement and wellbeing issues that they believe need to be addressed, with a particular focus on concerns that girls may have a relation to student safety at school. Supplementing the current efforts to reduce absenteeism by supporting the urging of better attendance through the newsletters by providing evidence based briefs on the impact in practice of poor attendance on students' chances of success. Reviewing the school's Welfare Policy and Welfare Programs. Develop partnerships with Moonee Valley City Council Family Services. 	<p>physical, personal and social as well as interdisciplinary strands</p> <ul style="list-style-type: none"> Analysis of the outcomes of the student opinion survey data through staff meetings and student focus groups Develop a strategy for addressing the concerns of students Participate with schools in the I&E Cluster in implementing a data gathering exercise based on student opinion in Grades 3-6. Utilize the \$36,000 for an SWO grant to address the issues around student attendance as part of this role. The Leadership Team along with the Student Welfare Coordinator and School Council will review the school's welfare policies. PWO to monitor student absences daily and contact parents when students are absent for two days in any week. 	<p>Council</p> <ul style="list-style-type: none"> Primary Welfare Officer to monitor student absences Principal, PWO and SW coordinator to run focus groups where student concerns can be identified. Leadership group and staff to discuss student concerns with a view to formulating action plans Student Welfare coordinator and principal to work with Moonee Valley Family Services 		<p>Welfare Policies in Newsletter and on school web site</p> <ul style="list-style-type: none"> Establish the Northern Catchment Network with Moonee Valley Family Services and seven neighbouring, inter-systemic schools.

