

# Aspendale Gardens Primary School No. 5301

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## Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2007 - 2010)



<b>Endorsement by 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.	✓
		Leigh Crang 20/3/2009
<b>Endorsement by Regional Network Leader</b>	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	[INSERT TICK HERE]
		[INSERT REGIONAL NETWORK LEADER]
		[INSERT DATE]

## Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>To improve student achievement in Spelling and Reading across the school.</p> <p>To improve student achievement in Number and Measurement across the school.</p>	<ul style="list-style-type: none"> <li>By 2010, 80% or more of students in Years 3 and 5 achieve at or above the expected level in Spelling and Reading in NAPLAN results.</li> <li>By 2010, 80% of students in Years 3-6 will achieve the expected VELS level in Reading and Writing.</li> <li>By 2010, matched cohorts will show growth of one unit between Year 3 and Year 5 in Spelling and Reading.</li> <li>By 2010, 85% or more of students in Years 3 and 5 achieve at or above the expected level in Number and Measurement in NAPLAN results.</li> <li>By 2010, 80% of students in Years 3-6 will achieve the expected VELS level in Number and Measurement.</li> <li>By 2010, matched cohorts</li> </ul>	<p>75% or more of students in Year 3 at or above the Standard Level 3 in Reading in NAPLAN results</p> <p>75% or more of students in Year 5 at or above the Standard Level 4 in Reading in NAPLAN results</p> <p>80% or more of students in Year 3 at or above the Standard Level 3 in Mathematics in NAPLAN results</p> <p>60% or more of students in Year 5 at or above the Standard Level 4 in Number in NAPLAN results</p>

	To improve the level of achievement in the Interdisciplinary Skills of Communication, Design Creativity and Technology, Information and Communications Technology and Thinking	will show growth of one unit between Year 3 and Year 5 in Number and Measurement. By 2010, 80% of students will attain the expected VELS level of achievement in the Interdisciplinary skills	
Student Engagement and Wellbeing	To improve the engagement and connectedness of all students across the school, especially boys.	By 2010 the school mean on the Attitudes to School Survey for Student Morale will be 5.8	The school mean on the Attitudes to School Survey for Student Morale will be 5.6
Student Pathways and Transitions	To improve the internal transition of students from year to year, especially the transition of students from P-4 (Laying the Foundations) to Years 5 – 8 (Building Breadth and Depth).	➡ Levels of unexplained absenteeism in Years 6, 5 and 3 to be at the state level by 2010 By 2010 the school mean on the Attitudes to School Survey for Teacher Effectiveness will be 4.6 and for School Connectedness 4.5	

## Implementation

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> The activities and programs required to progress the key improvement strategies	<b>How</b> The budget, equipment, IT, learning time, learning space	<b>Who</b> The individuals or teams responsible for group implementation	<b>When</b> The day, week, or term for completion	<b>Achievement milestones</b> The changes in practice or behaviours.
<b>Focus on improving Student Well Being</b>	<p>Senior leadership position or special payments allocated to lead this project</p> <p>Staff Review and analyse Whole School Well Being Framework and Whole School Values. Determine successes and areas to develop</p> <p>From review redevelop the Framework and identify key strategies to implement in 2009</p> <p>Reconnect relationship with Alannah and Madeleine Foundation to reinvigorate the Better Buddies activities in the</p>	<p>Funds from Credit allocation in Student Resource Program</p> <p>Time allocated first three day Pupil Free days</p> <p>Well Being Team under take review</p> <p>Use of A &amp; M resources by all teachers. Ongoing PD for staff about AMF and the Better Buddies</p>	<p>Principal Class oversee appointment</p> <p>All staff</p> <p>Whole staff and elected Well Being Team</p> <p>Well Being team</p>	<p>Start of year</p> <p>January</p> <p>February</p> <p>Agreed timetable allocation across all</p>	<p>Survey students</p> <p>Beginning to implement planners for across the whole school.</p> <p>Develop values for across the school. “What the values mean at each level and to the staff.”</p> <p>-Have timetable in place - demonstrate resources and show possible activities</p>

	<p>school eg. Buddies, Star of The Week, STARS days</p> <p>Reinforce all well being strategies with all children including values, restorative practices, circle time, buddy Bear activities, Why STARS days</p> <p>Produce quality displays / signs to support well being program eg. Buddy Bus Stops, Values Tree concept, Behaviour agreements . Displays across the school</p>	<p>Well Being Team prepare action plan and documentation and discuss with all staff</p> <p>In house or professional graphic production</p> <p>Change the 'Values Tree' to a Hi 5 (a buddy hand with five fingers, each finger represents a value) Have the Hi 5 buddy in every classroom</p> <p>Educate students about the use of Buddy Bus Stops at assemblies, through role plays etc. Have teachers discuss the use. Bus stops up, in use and visible. Time allocation shared with all staff</p>	<p>Well Being team and whole staff</p> <p>Well Being team and whole staff</p>	<p>Levels. Activities take place across year</p> <p>February</p> <p>Completed by end of Term 1</p>	<p>-Get AMF out for whole school - Schedule one STARS day a term</p> <p>Student wellbeing focus is included in each planner. At team meetings teachers will share ideas. Ideas bank on server</p> <p>Displays produced</p> <p>By the end of term 1, every classroom will have a Buddy Bear display with a Hi 5 focus. The school foyer will have a Buddy Hi 5 display, alongside its Student Leadership display.</p> <p>Students are actively using bus stops and are able to understand their use</p> <p>Stars days are on</p>
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	<p>Timetable at the start of the year STARS days (1 per semester)</p> <p>Incorporate values and student wellbeing into the Level Inquiry planners</p> <p>Continue to develop leadership opportunities for all students in the school</p>	<p>Staff Level planning</p> <p>Staff determine how at start of year Student council becomes a sub group of the Student Leadership Group as well as having independent events to organise.</p> <p>Student council have set roles within.</p> <p>Each level has a representative that reports what is happening in their level at assemblies,</p> <p>Empower students in leadership positions by allowing them to do tasks they plan, learn through the process.</p> <p>Have students complete a self-evaluation that discusses the values. Give an example of when they have done so and have an 'Areas for improvement' section.</p>	<p>Well Being Team oversee</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>By end of Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>yearly calendar</p> <p>Goal planners active across the school</p> <p>Expectations component built into student council application.</p> <p>Level 3's begin to build involvement within the Student Leadership group through student council.</p> <p>Students are reporting at assemblies</p> <p>Student Leaders and Council are planning and holding events and are seen to be actively involved in the school community.</p> <p>Reports include a Student Wellbeing component.</p>
	<p>Student Reports</p>				

<b>Focus on improving Staff Well Being</b>	Review whole school well being initiatives with all staff including Buddy Bear program, behaviour management, Restorative Practices etc	Staff and Level Meeting discussions. Revise documentation.	All staff involved	Time allocated first three day Pupil Free days	Staff have a stronger understanding of school initiatives.
	Review health and well being needs of all staff	Survey staff to determine how the school can support individual needs and then develop an action plan.  At the back of the survey add a section asking staff for areas of expertise/ wellbeing they can share with others.  Have people eg. Physios come in to discuss things.	Staff Well Being Team	By end of February	Survey will show ways to improve staff well being.
		Create a staff 'Yellow Pages' of experts in certain areas.	Staff Wellbeing Team	By mid term 1	Survey conducted and analysed
		Develop incentive programs to allow staff to undertake research to support their teaching. Allocate budget funds to support staff exploring possible areas of study. Possibility of setting up scholarships for staff to research areas of interest that tie to the AIP.	Staff Wellbeing Team	Ongoing	
	Support professional growth for all staff.		Staff Wellbeing Team	By end term 1	Implement yellow pages document.
			All staff	Ongoing	Staff aware of support and incentives
	Review whole staff activities eg. Morning teas, staff	Staff survey to determine future planning for activities. Develop	and all staff		

	meetings, end of week meetings, social activities	action plan		Time allocated first three day Pupil Free days	Once a term staff meeting is allocated to staff and student wellbeing
<b>Focus on well being in our community</b>	<p>Review well being strategies that are in place and plan a range of activities that will enhance our program eg.</p> <ul style="list-style-type: none"> <li>Educate parents about child safety and bullying and cyber bullying</li> <li>Improve Communication with community via. web page, regular newsletter items , my classes information</li> <li>Family Values competitions</li> <li>Classroom involvement. Start of year ask all parents to identify areas they could support the school</li> <li>Reports – have Level 3</li> </ul>	<p>Develop an action plan that outlines a range of strategies to support the program</p> <p>Collaborate with other teams to create these educational events.</p> <p>Staff to be educated on use of MyClasses and all staff to have MyClasses operational.</p> <p>Students write about values and classroom activities in the newsletter. Students to come up with ideas through students council and student leadership.</p> <p>Information distributed to all families and then collated and shared with all staff</p> <p>Include section in Level 3 and 4 reports</p>	<p>Student Well Being Team and all staff</p> <p>All Staff</p> <p>All Staff</p> <p>Student Leaders</p> <p>Well Being Team</p> <p>Level 3 and 4 Staff</p>	<p>February and then ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Each Term</p> <p>Ongoing</p> <p>July / December</p>	<p>Hold parent information evenings and make parents aware of literature.</p> <p>MyClasses is operational for all classes.</p> <p>Values competitions are held</p> <p>Number of parents who respond</p> <p>Survey parents and students about this</p>

	<p>and 4 students complete a self-evaluation of their learning linked to the school values</p> <ul style="list-style-type: none"> <li>• STARS days – actively involve parents not just as observers</li> <li>• Regular parent evenings open classroom afternoon as part of teaching and learning programs at all Levels</li> </ul>	<p>Students invite parent to events.</p> <p>Invitations distributed to all families</p>	<p>All Staff</p> <p>All Staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Number of parents involved</p> <p>Number of parents involved</p>
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<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> The activities and programs required to progress the key improvement strategies	<b>How</b> The budget, equipment, IT, learning time, learning space	<b>Who</b> The individuals or teams responsible for group implementation	<b>When</b> The day, week, or term for completion	<b>Achievement milestones</b> The changes in practice or behaviours.
<p>Our Vision</p> <p>“eLearning will be a fundamental component of teaching and learning, where state of the art technology and professional learning will support all teachers to provide a transformative learning environment to allow students to become innovative and confident users of ICT in our global community”</p>	<p><b>eLearning Leadership</b></p> <ul style="list-style-type: none"> <li>Allocate elearning team leadership as senior responsibility who forms a team</li> <li>All staff identify an elearning goal as part of their professional plan after completing elearning potential survey</li> </ul> <p><b>Learning and Teaching / Assessment and Reporting</b></p> <ul style="list-style-type: none"> <li>Prepare documentation that outlines elearning resources available and how they can be integrated into teaching and learning</li> <li>Use of elearning integrated into all teaching and learning planning at all Levels across all VELs areas including the Inquiry unit planner</li> <li>Students use online ePortfolios to share. reflect on their work and receive feedback on their work from teachers, peers and the broader community</li> </ul>	<p>Staffing decision</p> <p>Access to elearning survey and Goals documented</p> <p>Elearning team leader and team survey staff</p> <p>Planning documents revised to incorporate elearning</p> <p>Elearning Team research online ePortfolios and trial options. Share findings with staff to adopt by end of Term 2</p>	<p>Interested staff</p> <p>All staff</p> <p>Elearning team All staff</p> <p>Level Teams</p> <p>Elearning team and all staff</p>	<p>January</p> <p>End of February</p> <p>End Term one</p> <p>January and ongoing</p> <p>Ongoing</p>	<p>Team in place by February 2009</p> <p>Completion and analysis of AGPS specific survey by March 2009.</p> <p>February 16<sup>th</sup> presentation to staff</p> <p>Area meeting to reflect and document ICT integration / ongoing during the year</p> <p>Team compiled to create/ monitor during 2009. Develop consistent approach for all classes by 2010.</p>

	<ul style="list-style-type: none"> <li>Students use on-demand testing (where available at specific Levels) and other online assessment tools to support assessment and teacher planning for future learning.</li> <li>All teachers at all Levels integrate into teaching and learning programs the use of elearning resources including Interactive Tablets, online tools, multi media resources including movie making and music composition to encourage higher order thinking and decision making skills.</li> <li>Create Blue Screen Movie making space for use across the school</li> <li>Enhance the opportunities students have to communicate to wider audiences using elearning resources</li> </ul> <p><b>ICT Professional Learning</b></p> <ul style="list-style-type: none"> <li>Establish a Mentor Coaching Program which identifies best practice teaching across the school and links teachers</li> </ul>	<p>Access provided to all classes to ensure appropriate assessment integrated in to teaching and learning programs</p> <p>Wide range of resources made available to all classrooms at all Levels.</p> <p>Create Multimedia Room in Library Office</p> <p>Establish SuperClubs Plus at Level 3 &amp; 4. Support expansion of Myclasses use for all classes</p> <p>Time allocated by ICT coordinator during the day for expert staff to support other staff.</p>	<p>Staff trained with operation of On Demand Testing oversee</p> <p>Elearning Team inform staff of resources All staff</p> <p>Designated eLearning team members</p> <p>Coordinator for SuperClubs Plus at Level 3 &amp; 4 and Myclasses at levels 1 – 4 established</p> <p>Self identified experts in specific programs/skills across the school</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Throughout 2009</p> <p>Term one</p> <p>Ongoing throughout the year.</p>	<p>Online assessments integrated into whole school assessment framework</p> <p>eLearning team to monitor and discuss at Level meeting and whole staff meetings. Survey staff</p> <p>Creation and use of designated space for student use in Movie Making</p> <p>Ongoing involvement and monitoring throughout the year.</p> <p>Beginning and end of year survey to measure competence in various ICT</p>
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	<ul style="list-style-type: none"> <li>Support professional growth for all staff. Consider incentive programs to allow staff to undertake research to support their teaching</li> </ul>	Performance and Development Plans reflect interests and skills	All staff	Throughout the year	programs and skills. Compare results.
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Enhance learning outcomes for all students in each Level Team in number and problem solving teaching.	Ensure there is consistent Maths teaching across each level + developmental teaching between levels.	Planning: - Use Michael Ymer planning proforma to plan units of work. - Record Numeracy links on the Inquiry planner. Assessment: - Trial the use of on demand testing for Maths. - Continue Numeracy Interviews for Preps. classrooms: - Problem solving strategies on display across school. - 100 squares.	All Level teams.	Termly	A minimum of 90% of students to have moved one Progression Point per semester in Number + Working Mathematically
	Enhance mathematics leadership in the school	PD - Numeracy Leader undertake Regional PLAT program (Mathematics Professional Learning Assistance Teams). Provide In house support and professional development to all staff	Numeracy Leader	February	
	Increase staff knowledge of concepts +	- Michael Ymer PD's, particularly for new teachers to the school.	New teachers to AGPS	February	
				February - Nov	All Teachers to have a personal goal linked to Maths for 2009.
				Feb - Apr	Teachers to be involved in peer or

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	<p>vocabulary.</p> <p>Improving the range of teacher resources available in each classroom and in the central supply. Respond to teachers needs.</p>	<p>Induction for new staff: Planning, resources, ICT, lesson structure.</p> <ul style="list-style-type: none"> <li>- Use of the Maths Continuum. Demonstrate the resources available online (language + misconceptions) + links to Digital Learning Objects.</li> <li>- Further problem solving strategy PD, linking to areas of weakness in NAPLAN. Creating our own problem solving questions.</li> <li>- Observations and coaching within Maths lessons</li> <li>- Teaching a varied ability level within our grades.</li> </ul> <ul style="list-style-type: none"> <li>- Nelson CD on server.</li> <li>- Maths posters with common language.</li> <li>- Purchasing central supplies + classroom Maths equipment.</li> <li>- Create an effective borrowing system for Maths equipment.</li> <li>- Booklet of how we teach Maths. Teaching approaches - Michael Ymer.+ Numeracy in the Middle Years.</li> <li>- Investigate the Maths 300 computer program. (yr 4– 6)</li> <li>- Include Maths activities and</li> </ul>	<p>Maths Team</p> <p>All teachers</p> <p>Maths Manager + Maths Team</p> <p>All teachers</p>	<p>ongoing</p> <p>Feb - Jul</p> <p>Feb</p> <p>Feb</p> <p>Feb + ongoing</p> <p>Feb / Mar</p> <p>Mar</p> <p>Mar</p> <p>ongoing</p>	<p>'expert' observation and feedback during the year.</p> <p>Teachers to cater for the Maths needs within their class. Able chn being extended, less able being supported.</p>

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	Improving enjoyment of Maths and raising the profile in the community.	links on MyClasses pages.  <ul style="list-style-type: none"> <li>- Celebrate Maths week.(Sept)</li> <li>- Maths Expo once a term. Each level to put on.</li> <li>- Newsletter page incl. competition + prizes.</li> <li>- Parents invited into classrooms for Maths games / activities.</li> <li>- Maths parent helpers program provided.</li> <li>- Family Maths night.</li> <li>- Maths resources for parents (like the bookclub)</li> </ul>	All teachers. Each Level  Maths Team  All teachers  Maths Team  Outside agency? + teachers	Sept Ongoing  Ongoing  Ongoing  Apr  Nov	Positive feedback from parents + children through the use of questionnaires.  Number of parents assisting in classrooms.