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.

✓

Rob Nelson
17/03/08

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

✓

Mr Malcom Millar
[INSERT DATE]
<table>
<thead>
<tr>
<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
</tr>
</thead>
</table>
| **Student Learning** | To improve student learning achievement in English and Mathematics, especially in Grades 3 to 6. | Over the period 2007 – 2009 the achievement profile of all cohorts will improve as they progress through the school from years 2 – 6  
Over the period 2007 – 2009 to improve the mean level of achievement on the year 3 AIM assessment to at least 2.4 in reading, 2.4 in Number and 2.2 in Mathematics  
Over the period 2007 – 2009 to improve the mean growth in achievement of the Matched School Cohort from year 3 to 5 to at least 1.0 (VELS level) in Reading, Number and Mathematics | To improve the mean level of achievement on the year 3 AIM assessment to at least 2.5 in Reading, 2.2 in Number  
To improve the mean growth in achievement of the Matched School Cohort from year 3 to 5 to at least 0.9 (VELS level) in Writing and Spelling |
| **Student Engagement and Wellbeing** | To improve student safety, engagement and connectedness. | Over the period 2007 – 2009 to improve the mean score of the student safety measure on the Student Attitudes to School Survey with the aim of it being 4.3 by 2009  
Over the period 2007 – 2009 to improve the mean score of the classroom behaviour and school connectedness measures on the Student Attitudes to School Survey with the aim of it being 4.3 by 2009 | The mean of the student safety measure on the Student Attitudes to School Survey to increase to 4.1  
The mean of the classroom behaviour and connectedness measures on the Student Attitudes to School Survey to increase to 4.1 |
| **Student Pathways and Transitions** | To improve transition for students entering Bannockburn Primary School | The proportion of parents reporting satisfaction with the entry to school transition program to be consistently above 90% | To maintain the level of parent satisfaction in regard to the pre-school to school transition programs as established in 2007 (90% agreeing or strongly agreeing with all elements) |
## Implementation

<table>
<thead>
<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>Achievement milestones</th>
<th>What the activities and programs required to progress the key improvement strategies</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>How the budget, equipment, IT, learning time, learning space</th>
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<tbody>
<tr>
<td>To strengthen teaching &amp; learning</td>
<td>To establish a P-6 shared approach to spelling</td>
<td>Documentation of a schoolwide approach All teachers exhibiting shared beliefs and understandings in regard to teaching spelling</td>
<td>In-school PD on spelling and the teaching &amp; learning approaches to be implemented Documentation of the approach Sharing the new spelling approach with parents through an information night and documentation</td>
<td>Spelling team – Kathy &amp; Lainie</td>
<td>By end of term 2</td>
</tr>
<tr>
<td>To establish a P-6 shared approach to teaching writing</td>
<td>Documentation of a schoolwide approach All teachers exhibiting shared beliefs and understandings in regard to teaching writing</td>
<td>In-school PD on writing and the teaching &amp; learning approaches to be implemented Documentation of the approach in Pathways documentation</td>
<td>Writing Curriculum Team</td>
<td>By end of 2008</td>
<td>2 meetings per term to document PD session in Term 3 (Curriculum Day) ‘Let’s Write’ online resource Writing program based on EY model of at least 4hrs / week</td>
</tr>
<tr>
<td>To implement a coaching &amp; mentoring process</td>
<td>Teachers able to give and receive feedback on their pedagogical practice</td>
<td>Attendance at PD on ‘Giving &amp; Receiving Feedback’ Change of documentation for PDP to incorporate Coaching &amp; Mentoring Attendance at Human Leadership PD</td>
<td>Team leaders</td>
<td>Term 2 (if available)</td>
<td>PD budget to cover attendance by a minimum of 12 staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance at Human Leadership PD</td>
<td>Rob Nelson</td>
<td>Beginning of 2008</td>
<td>Timetable allowance of one 1hr visit per pair of teachers</td>
</tr>
</tbody>
</table>

<p>| | | Attendance at Human Leadership PD | Rob Nelson | Term 2, 2008 | One meeting time per term for provision of feedback |</p>
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<td>To develop and implement a teaching &amp; learning program for grade 3/4 and 5/6 in Mathematics (especially Number) that utilises a supernumerary position to allow needs groupings</td>
<td>At least 3 sessions per week students are grouped across areas (3/4 and 5/6) according to needs. Scoring on PATMATHS etc to improve by 20% from 2007</td>
<td>Through PLT planning, students are pre-tested, grouped and instructed according to need. Special focus to be given to high &amp; low achievers. Specific teaching in number and measurement. Michael Ymer PD for whole staff on engaging maths activities and planning.</td>
<td>Janet Squire, Karen Ward, Tracey Rowe and Grant Thompson (and Maths team)</td>
<td>PATMATHS testing to be completed by end of November Term planning in PLTS</td>
<td>PLTs to spend 30% of budgets on supplies of Maths equipment etc</td>
</tr>
<tr>
<td>To develop and implement a teaching &amp; learning program for grade 3/4 and 5/6 in Reading that utilises a supernumerary position to allow needs groupings</td>
<td>At least 3 sessions per week students are grouped across areas (3/4 and 5/6) according to needs. Scoring on TORCH, PROBE etc to improve by 20% from 2007</td>
<td>Through PLT planning, students are pre-tested, grouped and instructed according to need. Special focus to be given to high &amp; low achievers. Specific teaching in phonemics for those identified.</td>
<td>Rebecca Barker and Lainie O'Hara</td>
<td>TORCH etc testing to be completed by end of November Term planning in PLTS</td>
<td>PLTs to spend 30% of budgets – eg Lexiles, new reading materials</td>
</tr>
</tbody>
</table>

Rob Nelson Education Centre available for group withdrawal with supernumerary (0.5)

$1100 from PD budget + Curriculum Day

Rob Nelson Education Centre available for group withdrawal with supernumerary (0.5)
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<td>Improve student welfare processes</td>
<td>Development and implementation of a student welfare team to develop student management individual plans</td>
<td>Student welfare team works with all staff to develop individual student management plans for students deemed ‘at risk’ Teachers nominate students All staff used a shared approach to support children Teachers and parents meet regularly to discuss progress and share strategies</td>
<td>Children deemed ‘at risk’ (MIPS or teacher nomination) have an individual management plan developed and shared by all teachers Support (where deemed necessary) from the Chaplain and SSSO staff CAMHS (Ballarat) to provide specialist support</td>
<td>Jan Squire and Student Welfare team</td>
<td>Ongoing Class teacher with support from SW team member to meet parents during week 2 and week 9 of each term</td>
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<tr>
<td>Improving Student Pathways in English &amp; Maths</td>
<td>Developing documentation in Spelling and Mathematics</td>
<td>All teachers used a shared approach to the teaching &amp; learning of spelling</td>
<td>Develop documentation on a P-6 sequential spelling program (linked to VELS)</td>
<td>Kathy Woods and Lainie O’Hara (and spelling team)</td>
<td>Three meetings per term plus staff meeting to share</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All teachers used a common terminology and shared mathematical processes</td>
<td>Develop documentation and scaffolded support for students on terminology, algorithms etc in Maths (linked to VELS)</td>
<td>Janet Squire, Karen Ward, Tracey Rowe and Grant Thompson (and Maths team)</td>
<td>Four processes by end of term 1 Measurement by term 2 Space by end of term 3 Chance &amp; data by end of term 4</td>
</tr>
<tr>
<td></td>
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<td>Develop and distribute documentation for parents to enable them to support the school when working with their child</td>
<td>Rob Nelson</td>
<td>As teams deliver</td>
</tr>
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<tr>
<td>Prepare school for the implementation of use of the Ultranet</td>
<td>By the end of term 3 the school will have established its state of readiness for the adoption of the Ultranet technology. By the end of 2008 the school will have developed a plan for the phased introduction of the Ultranet through 2009. All new curriculum documentation will be in a form suitable for Ultranet. The school parent community is aware of the Ultranet and its implications for families.</td>
<td>Administer and analyse results of the ePotential survey. Develop a plan for professional learning aligned to priorities determined by ePotential survey results. Complete an audit of the school IT infrastructure using DEECD recommended tools: - SIPS * - ttPartners Readiness kit **</td>
<td>Principal, TSSP technician</td>
<td>By the end of Term 2 End of Term 4</td>
<td>Ultranet Coaches TEN PD Inhouse expertise Ultranet Coaches</td>
</tr>
<tr>
<td>New school curriculum documentation collated and stored in an organised fashion on the school network servers. School Community is informed of Ultranet developments.</td>
<td></td>
<td></td>
<td></td>
<td>By the end of Term 1 End of Term 3</td>
<td>SIPS Documentation Ultranet Readiness Kit</td>
</tr>
<tr>
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<td></td>
<td>New school curriculum documentation collated and stored in an organised fashion on the school network servers. School Community is informed of Ultranet developments.</td>
<td>Curriculum Leader, TSSP or School technician</td>
<td>End of Term 4</td>
<td>Ultranet Coaches</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Principal, PLT promotions officers</td>
<td>Ongoing</td>
<td>DEECD resources School newsletter School Website Ultranet Coaches</td>
</tr>
</tbody>
</table>

* SIPS = Schools ICT Progression Strategy
** ttPartners Readiness Kit is being developed