

Falls Creek Primary School 5067

Annual Implementation Plan 2008

Based on Strategic Plan / Charter developed for 2006 - 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.	✓
		Mr J Greg Ross 4 March 2008
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]
		Mr Stephen Brown [INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To ensure that all children are extended and supported to improve their achievement within the framework of the Victorian Essential Learning Standards.	All students will maintain or exceed expected growth levels in Literacy and Numeracy relative to levels achieved in 2007. Improved student achievement in other domains over the duration of the Strategic Plan.	All students will make gains through progression points.
Student Engagement and Wellbeing	Analyse student absence data with a view to improve student attendance.	Achieve a level of student absence over the four years that is less than the state average.	Decrease student absence by 10%.
Student Pathways and Transitions	All Year 6 students to participate in secondary transition programs.	100% participation over the period of our Strategic Plan	Monitor on a yearly basis.

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
<p>To further enhance the delivery of numeracy and literacy with a focus on writing</p> <p>Implement as appropriate Hume Region's Common Curriculum in Maths and Literacy as the basis for reviewing teaching policy, assessment and full audit of current teaching methods and resources.</p>	<p>Explore and implement effective teaching and learning strategies for writing and numeracy</p> <p>Whole school planning documents devised in line with the implementation of the Hume Regional Common Curriculum.</p>	<p>CRT release through PD budget</p> <p>Curriculum day</p> <p>Whole school curriculum planning</p> <p>Classroom visits to other schools</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Teacher practice changed due to PD</p> <p>Increase in student levels of achievement as evidenced against our AIM data, end of year Benchmarking and VELs progression points</p> <p>All students plotted on to continuum by end of term 2</p> <p>All students will have an ILP in place and these will be reviewed on a term basis throughout the year.</p> <p>Student, Parent and Staff Surveys</p>

<p>Fully engage with opportunities for improved student outcomes via the use of eLearning Technologies</p>	<p>Develop an eLearning plan as part of the whole school curriculum.</p> <p>Position school for implementation of Ultranet</p>	<p>Staff PD in use of Ultranet</p> <p>Staff planning and assessment of skills</p> <p>Strategic scheduling of eLearning PD for staff in conjunction with cluster school activities</p>	<p>Teaching Staff and School Support Staff</p> <p>Principal</p>	<p>End of 2008</p> <p>A coherent eLearning Plan developed and presented to school by end of Term 2, 2008</p>	<p>Teachers to complete Intel® Teach Courses in:</p> <ul style="list-style-type: none"> - the Development of Class Blogs and wiki's. - use of MS communicator in collaborative projects. - enhanced use of Digital Learning Objects such as Interactive whiteboards and digital video equipment for film-making and animations <p>School positioned for implementation of Ultranet</p>
<p>To extend and embed a Performance and Development Culture that is conducive to powerful and effective learning experiences within the school</p>	<p>Embedded induction and mentoring process</p> <p>Adapt staff information and procedures manual</p> <p>Enable teachers to use data and feedback to monitor effectiveness and inform practice</p> <p>Extend opportunities for peer feedback</p>	<p>CRT release</p> <p>Cluster and collegiate working groups</p> <p>Student feedback survey to be implemented at the end of each unit of work</p> <p>Staff to use peer observation as a form of feedback</p> <p>PD aligned to strategic plan priorities</p>	<p>Principal, teaching and SSO staff</p>	<p>Induction and mentoring – term 1 and ongoing</p> <p>Staff Performance and development plans by end term 1</p> <p>Mid year reviews at start of semester 2</p> <p>Final review term 4</p>	<p>Accreditation –level 5</p> <p>Each teacher to have completed three observations</p> <p>Increase satisfaction on student surveys</p>

<p>To improve student engagement in their education Engage with Regional, Cluster and school based approaches to build the engagement of all students (and their families) in the daily life of the school</p>	<p>Raise awareness of the impact that absence, school refusal and lateness has on student learning as per the regional approach based on 'Its Not OK to Be Away'</p>	<p>Newsletter items – It's Not OK To Be away</p> <p>Information on website</p> <p>Absence forms distributed to all families</p>	<p>Individual schools supported by cluster</p> <p>All staff</p>	<p>Ongoing</p>	<p>Parent satisfaction survey</p> <p>Increased student attendance</p> <p>Student absenteeism levels will be at or below 2007 levels</p>
<p>To further enhance consistent and innovative approaches to transition utilizing the cluster and small schools network</p>	<p>To re-evaluate the current approach to the transfer of key documentation regarding student needs prior to entering school</p> <p>To further enhance consistent and innovative approaches to transition utilizing the cluster and small schools network.</p>	<p>CRT release for Early Years Teacher</p> <p>Extended transition program for all students by visiting/engaging with local schools during terms 1 and 4</p> <p>Cluster PD/term meeting</p>	<p>Classroom teachers/students</p>	<p>Ongoing</p> <p>Terms 1 and 4</p> <p>Ongoing</p>	<p>Positive behaviours displayed by students</p> <p>Visits completed</p> <p>Increase/maintain enrolments</p> <p>Positive transition between Primary and Secondary Schools</p>

<p>Individual Education plans developed for all children considered at risk</p>	<p>Individual Education Plans to be developed for all children (considered at educational risk i.e. more than 6 months behind as assessed against VELs)</p>	<p>Time will be set aside to discuss plans and share ideas across the school</p>	<p>All teaching staff</p>	<p>Initial plans developed by the end of February for all children (considered at risk.) Plans reviewed on a regular basis with input from Parents and other staff members</p>	<p>All children (considered at risk) will have an ILP in place and these will be reviewed on a term basis throughout the year</p> <p>Key indicators will be students attitude, student learning, student confidence and student connectedness to school</p>
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