

Annual Implementation Plan 2011

Chatham Primary School

Number 4314

Based on Strategic Plan developed for 2008 - 2011



No. 4314

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.	✓
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	<p>Stephen Rothwell</p> <p>28th February 2011</p>

Strategic Intent

	STRATEGIC PLAN GOALS	STRATEGIC PLAN TARGETS	ONE YEAR TARGETS 2011
STUDENT LEARNING	<p><u>Goal 1:</u></p> <p>To improve student outcomes P - 6 in Literacy and Numeracy with a focus on Writing, Speaking and Listening and Measurement</p> <p><u>Goal 2:</u></p> <p>To improve student outcomes in Year 3 & 5 NAPLAN results</p>	<p><u>Target 1:</u></p> <p>By 2011 the average % of students performing above the expected level in Writing, Speaking & Listening and Measurement to reach 35%.</p> <p><u>Target 2:</u></p> <p>To improve Year 3 & 5 student NAPLAN performance to the top 10% in Reading, Spelling & Numeracy</p>	<ul style="list-style-type: none"> • To increase the % of P - 6 students performing above the expected level in Writing to >46% • To increase the % of P - 6 students performing above the expected level in Speaking & Listening to greater than >46% • To increase the % of P - 6 students performing above the expected level in Measurement to >48% • To increase the % of P - 6 students performing above the expected level in Reading to >55% • To increase the % of P - 6 students performing above the expected level in Number to >50% • Year 3 Reading to improve from below the top 20% of government schools (454 in 2010) to be in the top 20% (>456) based on 2010 benchmarks

			<ul style="list-style-type: none"> • Year 3 Writing to improve from below the top 20% of government schools (440 in 2010) to be in the top 20% (>442) based on 2010 benchmarks. • Year 5 Reading to improve from below the top 20% of government schools (523 in 2010) to be in the top 20% (>527) based on 2010 benchmarks. • Year 5 Spelling to improve from below the top 20% of government schools (505 in 2010) to be in the top 20% (>510) based on 2010 benchmarks.
<p>STUDENT ENGAGEMENT AND WELLBEING</p>	<p><u>Goal 3:</u> To improve student engagement and connectedness with learning and the school community</p>	<p><u>Target 3:</u> To have all variables in the teaching and learning area of the Attitudes to School Survey reaching the 4th quartile.</p>	<ul style="list-style-type: none"> • To increase the Year 5 & 6 teacher empathy variable in the Attitudes to School Survey from the 3rd quartile (4.47 in 2010) to the 4th quartile (> 4.60 based on 2010 benchmarks) • To increase the Year 5 & 6 stimulating learning variable in the Attitudes to School Survey from the 3rd quartile (4.22 in 2010) to the 4th quartile (> 4.32 based on 2010 benchmarks) • To increase the Student Decision Making variable in the Staff Survey from the 3rd quartile (77.0 in 2010) to the 4th quartile

<p>STUDENT PATHWAYS AND TRANSITIONS</p>	<p><u>Goal 4:</u> To create improved learning pathways in, out and across the school.</p>	<p><u>Target 4:</u> To improve the Connectedness to Peers, Connectedness to School and Transitions variables in Attitudes to School and parent surveys.</p>	<ul style="list-style-type: none"> • To increase the School Connectedness and Transitions variables of the Parent Opinion survey by 5% • To increase the School Connectedness variable as part of the Attitudes to School Survey by 5%
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Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) 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
Ultraset effectively implemented into the school	Roll out Ultraset to all students across the school	Within classroom schedules - use of class computers	Principal and nominated lead users	By the middle of the year	All students from Prep to Year 6 have logged onto Ultraset
	Roll out Ultraset to all parents across the school	Use DEECD guidelines and recommendations Hold information sessions for parents	Lead users, Principal, Ultraset Coach and school technicians	By the middle of the year.	All parents have registered onto the Ultraset
	Provide Professional Development programs regarding Ultraset implementation and use	Use DEECD resources, school developed strategy and Network Ultraset Coach	Lead Users, Principal and Ultraset Coach	Ongoing	All teachers to be using the Ultraset in some capacity within their classroom routine
	Include Ultraset/ e-learning in all Professional Plans	Use DEECD/ school guidelines	Individual teachers	In review cycle	Relevant goals and actions sighted in PLP's
	Use FUSE site to access and develop	Professional Learning around	All teachers	Ongoing	All teachers have accessed FUSE

	online learning packages	the use of FUSE			site
Improve the learning variable of the Staff Opinion Survey	Develop a new approach to the staff Performance Review process that more clearly links teacher's accountability to Literacy & Numeracy Targets	Staff consultation. Consultation with Principal colleagues. Investigate best practice	Principal Assistant Principal Leadership team All staff	Ongoing	The Appraisal & Recognition variable of 72.7 in 2010 to increase by 5% The Professional Growth variable of 75.0 in 2010 to increase by 5%
Successful completion of Energy and Bio-diversity units as part of the AUSSI schools sustainability program	Benchmark data established in the school's bio-diversity management and energy use	Using online SETS program	Assistant Principal	Ongoing	End of year data in Energy use have dropped below benchmarks. Established areas of Bio-diversity have increased over the year
	Professional Development sessions conducted around curriculum planning & strategies on Bio-diversity & Energy	Curriculum Days & Professional Learning Sessions	AUSSI coordinator & school staff	Ongoing	Topics of Energy and Bio Diversity sighted in planning documents
	Bio Diversity - a number of strategies put into place to help	Native planting Vegetable	Sustainability Committee - AP, environment leaders	Ongoing	Increase the % of garden beds in the school.

	increase the bio diversity of the school environment	gardens Composting Fruit Trees Introduction of chooks	& whole school		To establish ongoing practices around bio diversity.
	Energy - a number of strategies put into place to help decrease our use of energy.	Teacher & student awareness Solar panels, de-lamping	Sustainability Committee - AP, environment leaders & whole school Energy monitors	Ongoing	Decrease in the amount that the school uses in energy (electricity, gas, water)
	Sharing of Best Practice with local & wider community	Involvement with local Council Involvement with CERES Involvement with the wider community	All Staff, environment leaders & Sustainability Committee	Ongoing	School's strategies have been shared with the wider community through web site, articles or forums.