

Annual Implementation Plan 2012

Chatham Primary School

No: 4314

Based on Strategic Plan developed for 2012 - 2015

Endorsement by School Principal	Signed..... <i>S. Pottwell</i> (Principal's signature) Name..... <i>S. POTTWELL</i> Date..... <i>26th MARCH 2012</i>
Endorsement by School Council	Signed..... <i>S. Montagner</i> (School Council President's signature) Name..... <i>S. MONTAGNER</i> Date..... <i>26th March 2012</i>
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

	Goals	Targets	One Year Targets																																																										
Student Learning	<p>To improve learning outcomes for students from Prep to Year 6 in English and Mathematics</p> <ul style="list-style-type: none"> Build teacher capacity through an evidence-based professional approach to the teaching of Literacy, in particular Writing and Numeracy. Increase the use of collaborative teams focused on improving teacher practice and student outcomes 	<p>1. Increase the percentage of Year 3 and Year 5 students performing in the top two NAPLAN bands in reading, writing and numeracy by 2015 as follows:</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2011</th> <th>2015</th> <th>2011</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>75%</td> <td>44%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>70%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>69%</td> <td>75%</td> <td>54%</td> <td>70%</td> </tr> <tr> <td>Numeracy</td> <td>77%</td> <td>80%</td> <td>38%</td> <td>75%</td> </tr> </tbody> </table> <p>2. Year 3 Writing: to improve from below the 20% of government schools (427, 2011) to be in top 20% (>442) based upon 2011 benchmarks</p> <p>3. Year 5 Writing: to improve from below the 20% of government schools (492, 2011) to be in top 20% (>510) based upon 2011 benchmarks</p> <p>4. Year 5 Numeracy: to improve from below the 20% of government schools (523, 2011) to be in top 20% (>530) based upon 2011 benchmarks</p> <p>5. Reduce to zero the percentage of students (deemed capable) performing at or below the National Minimum Standard in Reading, Writing and Numeracy</p>	Domain	Year 3		Year 5		2011	2015	2011	2015	Reading	70%	75%	44%	70%	Writing	56%	70%	20%	60%	Spelling	69%	75%	54%	70%	Numeracy	77%	80%	38%	75%	<p>1. The percentage of Year 3 and Year 5 students performing in the top two NAPLAN bands in reading, writing and numeracy by 2012 is as follows:</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2011</th> <th>2012</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>72%</td> <td>44%</td> <td>51%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>60%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>69%</td> <td>71%</td> <td>54%</td> <td>58%</td> </tr> <tr> <td>Numeracy</td> <td>77%</td> <td>78%</td> <td>38%</td> <td>48%</td> </tr> </tbody> </table> <p>2. Year 3 Writing: to improve from 427 in 2011 to be > 431 in 2012.</p> <p>3. Year 5 Writing: to improve from 492 in 2011 to be > 497 in 2012.</p> <p>4. Year 5 Numeracy: to improve from 523 in 2011 to be > 525 in 2012.</p> <p>5. Reduce to zero the percentage of students (deemed capable) performing at or below the National Minimum Standard in Reading, Writing and Numeracy</p>	Domain	Year 3		Year 5		2011	2012	2011	2012	Reading	70%	72%	44%	51%	Writing	56%	60%	20%	30%	Spelling	69%	71%	54%	58%	Numeracy	77%	78%	38%	48%
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2011 Benchmarks:

Yr 3	Reading	Writing	Spelling	Numeracy
Above	95%	97%	100%	98%
At	5%	3%	0%	2%
Below	0%	0%	0%	0%

Yr 5	Reading	Writing	Spelling	Numeracy
Above	95%	97%	98%	98%
At	5%	3%	2%	0%
Below	0%	0%	0%	2%

6. The percentage of students P – 6 performing above the expected level in teacher judgments against VELS in Literacy and Numeracy has increased as follows

	2011 Benchmarks	2015 Targets
Reading	59%	70%
Writing	48%	65%
Speaking & Listening	51%	65%
Number	51%	65%
Measurement	48%	65%

2011 Benchmarks:

Yr 3	Reading	Writing	Spelling	Numeracy
Above	95%	97%	100%	98%
At	5%	3%	0%	2%
Below	0%	0%	0%	0%

Yr 5	Reading	Writing	Spelling	Numeracy
Above	95%	97%	98%	98%
At	5%	3%	2%	0%
Below	0%	0%	0%	2%

6. The percentage of students P – 6 performing above the expected level in teacher judgments against VELS in Literacy and Numeracy has increased as follows

	2011 Benchmarks	2012 Targets
Reading	59%	62%
Writing	48%	53%
Speaking & Listening	51%	55%
Number	51%	55%
Measurement	48%	53%

<p>Student Engagement and Wellbeing</p>	<p><i>To improve student engagement, connectedness and resilience.</i></p> <ul style="list-style-type: none"> <i>Provide an engaging, relevant and challenging child centered inquiry based curriculum</i> 	<p>1. The Teaching & Learning components of School Connectedness and Student Motivation of the Attitudes to School Survey will be in the fourth quartile% based on 2011 benchmarks.</p> <table border="1" data-bbox="846 411 1406 632"> <thead> <tr> <th></th> <th>2011</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.45 (3rd)</td> <td>4.58 (4th)</td> </tr> <tr> <td>Student Motivation</td> <td>4.62 (3rd)</td> <td>4.69 (4th)</td> </tr> </tbody> </table>		2011	2015	School Connectedness	4.45 (3rd)	4.58 (4th)	Student Motivation	4.62 (3rd)	4.69 (4th)	<p>1. The Teaching & Learning components of School Connectedness and Student Motivation of the Attitudes to School Survey will increase to the following in 2012.</p> <table border="1" data-bbox="1563 411 2123 632"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.45 (3rd)</td> <td>4.49</td> </tr> <tr> <td>Student Motivation</td> <td>4.62 (3rd)</td> <td>4.64</td> </tr> </tbody> </table>		2011	2012	School Connectedness	4.45 (3rd)	4.49	Student Motivation	4.62 (3rd)	4.64																						
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<p>Student Pathways and Transitions</p>	<p><i>To create improved learning pathways in, out and across the school</i></p> <ul style="list-style-type: none"> <i>Provide personal pathways through the school for each student based on individual developmental needs</i> 	<p>1. Increase the percentage of parents responding with agreement to the four transition items in the parent opinion survey to 90% or more by 2015.</p> <table border="1" data-bbox="815 880 1442 1391"> <thead> <tr> <th>Item</th> <th>Score</th> <th>Agree 2011</th> <th>Agree 2015</th> </tr> </thead> <tbody> <tr> <td>My child is well prepared for the next stage in their education</td> <td>5.35</td> <td>70%</td> <td>90%</td> </tr> <tr> <td>My child was supported well when they started back at school this year</td> <td>5.89</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>Before the end of last year, my child was well prepared for this year</td> <td>5.73</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>My child has been supported in their transitions at school</td> <td>5.81</td> <td>84%</td> <td>90%</td> </tr> </tbody> </table>	Item	Score	Agree 2011	Agree 2015	My child is well prepared for the next stage in their education	5.35	70%	90%	My child was supported well when they started back at school this year	5.89	84%	90%	Before the end of last year, my child was well prepared for this year	5.73	82%	90%	My child has been supported in their transitions at school	5.81	84%	90%	<p>1. Increase the percentage of parents responding with agreement to the four transition items in the parent opinion survey to the following by 2015.</p> <table border="1" data-bbox="1532 880 2159 1391"> <thead> <tr> <th>Item</th> <th>Score</th> <th>Agree 2011</th> <th>Agree 2012</th> </tr> </thead> <tbody> <tr> <td>My child is well prepared for the next stage in their education</td> <td>5.35</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>My child was supported well when they started back at school this year</td> <td>5.89</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>Before the end of last year, my child was well prepared for this year</td> <td>5.73</td> <td>82%</td> <td>84%</td> </tr> <tr> <td>My child has been supported in their transitions at school</td> <td>5.81</td> <td>84%</td> <td>86%</td> </tr> </tbody> </table>	Item	Score	Agree 2011	Agree 2012	My child is well prepared for the next stage in their education	5.35	70%	75%	My child was supported well when they started back at school this year	5.89	84%	86%	Before the end of last year, my child was well prepared for this year	5.73	82%	84%	My child has been supported in their transitions at school	5.81	84%	86%
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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
Introduction of Independent Writing	<ul style="list-style-type: none"> • PD for all staff • Moderation sessions with PLT's • Coaching in classrooms • Focus on writing in all planning sessions 	<ul style="list-style-type: none"> • School based PD sessions • Planning times • PLT meetings 	<ul style="list-style-type: none"> • Literacy coordinator • Professional Learning Teams • Classroom teachers • Leadership Team 	<ul style="list-style-type: none"> • The whole year 	<ul style="list-style-type: none"> • At least 1 writing moderation session has occurred at a PLT level each term • Planning documents demonstrate the use of a variety of writing genres being used in classrooms • At least one Writing Professional Development session conducted for teachers per term. • Teachers present and discuss VELs achievement data, particularly in Writing, at their end of year review meeting.
Introduction of Independent Reading	<ul style="list-style-type: none"> • PD for all staff • Review of assessment schedule • Introduction of new assessment strategies • Coaching in classrooms • Focus on reading in all 	<ul style="list-style-type: none"> • School based PD sessions • Planning times • PLT meetings • E-books financed through school budget 	<ul style="list-style-type: none"> • Literacy coordinator • Professional Learning Teams • Classroom teachers • Leadership Team 	<ul style="list-style-type: none"> • The whole year 	<ul style="list-style-type: none"> • Introduction of Fountas & Purnell reading assessment • E-books in use in all grades Prep to Year 2 and for all students at risk from Year 3 to 6. • New assessment schedule introduced.

	<p>planning sessions</p> <ul style="list-style-type: none"> Information sessions held for parents around this approach to reading 				
Numeracy focus using “hands on” activities	<ul style="list-style-type: none"> PD for all staff Coaching in classrooms Focus on numeracy in all planning sessions 	<ul style="list-style-type: none"> School based PD sessions Planning times PLT meetings 	<ul style="list-style-type: none"> Numeracy coordinator Professional Learning Teams Classroom teachers Leadership Team 	<ul style="list-style-type: none"> The whole year 	<ul style="list-style-type: none"> Planning documents reflect a “hands on” approach to teaching & learning of mathematics. Numeracy PD occurs at least once a term where teachers have time to share best practice At least one Numeracy Professional Development session conducted per term for teachers.
ICT – introduction of mobile devices	<ul style="list-style-type: none"> Purchase class sets of netbooks Purchase class sets of iPads Introduce these mobile devices into classrooms Planned PD sessions in ICT for all teachers 	<ul style="list-style-type: none"> School budget through lease arrangement Parent’s club funds Lockable trolleys purchased 	<ul style="list-style-type: none"> ICT coordinator Class teachers ICT technician 	<ul style="list-style-type: none"> By the end of Term 1 	<ul style="list-style-type: none"> 2 set of class netbooks and trolleys purchased, as well as 1 class set of iPads Timetables demonstrate a high use of mobile devices being used in classrooms. A trial of a relevant Cyber Safety program is in place by the end of term 2 Audit completed of ICT assessment procedures across the school by the end of Term 1 New ICT assessment schedule has been produced by the end of Term 3

					<ul style="list-style-type: none"> • A series of school based ICT Professional Development sessions organised for staff based on staff needs and utilising staff expertise has been completed by the end of Term 3
Improvement in the delivery of a Differentiated Curriculum to our students	<ul style="list-style-type: none"> • PD sessions for all staff • Define what is a differentiated curriculum • Peer visits undertaken • Classroom snapshot visits undertaken • Instructional rounds involvement 	<ul style="list-style-type: none"> • Time scheduled for peer observations, classroom snapshots & instructional rounds. 	<ul style="list-style-type: none"> • Curriculum coordinator • Leadership Team • All staff 	<ul style="list-style-type: none"> • The whole year 	<ul style="list-style-type: none"> • A statement produced around the definition of a differentiated curriculum at Chatham • Planning documents reflect the use of concepts for units of work and the practise of differentiating the curriculum • 2 Peer classroom visits undertaken by all staff • 2 classroom snapshots undertaken with findings shared with all staff • Leadership team involved in Network's Instructional Rounds in other schools • Professional Learning Team agendas include reflections on student data, especially around writing & numeracy. • Each Professional Learning Team uses assessment rubrics to inform teaching & learning. • Documented evidence of student goals are set by the end of term 1 and

					<p>the beginning of term 3.</p> <ul style="list-style-type: none">• At least one classroom peer visit has a focus on observing multiple sources of feedback• At least one classroom peer visit has a focus on gathering information on the students understanding around the purpose of the lesson.• Each Prep teacher has undertaken at least one Professional Development activity in the Kathy Walker approach to learning.• Prep teachers have investigated best practise through at least one visit to another school using the Kathy Walker approach to learning.• At least 1 school based professional development session undertaken with all staff around developmental learning• Application by Prep teachers for Professional Leave to undertake further research in this approach has been submitted by due date.
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<p>Global Citizens – a study tour to Japan for selected Year 5 & 6 students.</p>	<ul style="list-style-type: none"> Strengthen links with sister school in Japan through personal communications Develop an itinerary for study tour to Japan Provide all Year 5 & 6 families with written information around study tour Conduct an information session for all interested families Undertake study tour to Japan for 11 days 	<ul style="list-style-type: none"> Grant money used to help subsidise student costs School budget allocation Parent contributions 	<ul style="list-style-type: none"> Principal Language Coordinator Travel agency personal 	<ul style="list-style-type: none"> Planning by the end of Term 1 Travel by the end of Term 3 	<ul style="list-style-type: none"> A study tour to Japan is organised for 11 days travel Between 8 to 16 students participate in study tour to Japan A visit to Fuzoka Elementary School is included as part of the study tour Study tour remains within budget
<p>Sustainability – 5th Star in AUSSI program</p>	<ul style="list-style-type: none"> Data is collected against the 5 key components of the AUSSI sustainable program This data is rated against original benchmark data Sustainability committee remains active in promoting sustainable practices in the school Student environment leaders remain active in promoting sustainable practices in the school 	<ul style="list-style-type: none"> School budget allocation Time to collate data & write submission 	<ul style="list-style-type: none"> Sustainability coordinator All students All staff Sustainability committee Student Environment Leaders 	<ul style="list-style-type: none"> The whole year 	<ul style="list-style-type: none"> Successfully awarded the 5th star for Sustainability as part of the AUSSI program.

