



Department of Education and
Early Childhood Development

Annual Implementation Plan 2011 Roxburgh Homestead Primary School 5443

Based on Strategic Plan developed for 2011 - 2014



<p>Endorsement by School Council</p>	<p>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.</p>	<p>[Insert Tick Here]</p>
<p>Endorsement by Regional Network Leader</p>	<p>Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan</p>	<p>[Insert Tick Here]</p> <p>[Insert Regional Network Leader]</p> <p>[Insert Date]</p>

Strategic Intent

	Goals	Targets	One Year Targets
<p>Student Learning</p> <p><i>Equity funding to provide:</i></p> <ul style="list-style-type: none"> - 0.8 literacy support teacher for years 4 -6 <p>\$66,099.10</p> <ul style="list-style-type: none"> - 0.6 literacy support teacher for year 1 <p>\$49, 574.32</p> <ul style="list-style-type: none"> - 0.72 literacy aide for P-2 low language learners <p>\$33,712.28</p> <ul style="list-style-type: none"> - P-6 Literacy Coordinator <p>\$90,131.40</p> <ul style="list-style-type: none"> - P-6 math specialist and support <p>\$65,708.12</p> <p><i>Equity funding (language support) to provide:</i></p> <ul style="list-style-type: none"> - Speech pathologist <p>\$77,894.32</p> <p><i>Strategic partnership funding to provide:</i></p> <ul style="list-style-type: none"> - Staff equivalent to 1.0 EFT at expert teacher level. Staff will facilitate the literacy and numeracy taskforce. <p>\$82,500</p>	<p><i>To improve student achievement and attain consistent learning growth through the school in Literacy and Numeracy.</i></p> <p><i>To improve student learning outcomes for ESL and low level of language students.</i></p>	<p>To have all students deemed capable make at least one year's VELs progress annually in literacy and numeracy.</p> <p>By 2014 the proportion of students assessed as being at or above the expected level (VELS A, B, C) to be at least 90% across all English and Mathematics dimensions, with 20% of students accessing A or B grades.</p> <p>By 2014 NAPLAN means for English and Mathematics studies for year 3 to be: 100% at or above Band 2; 10% increase in the cohort currently greater than Band 4</p> <p>By 2014 NAPLAN means for English and Mathematics studies for year 5 to be: 100% at or above Band 4; 10% increase in the cohort currently greater than Band 6; and, cohort growth to be at or above expected levels.</p> <p>All deemed capable students in Prep-2 to achieve greater than 90% accuracy at the appropriate reading text level with satisfactory comprehension as determined by PM Benchmarking.</p> <p>By 2014, 90% of students at or above expected growth point level in Early Years Numeracy Interview.</p> <p>By 2014 all deemed capable students in years 3-6 to make at expected growth or above in On Demand adaptive testing.</p> <p>Parent opinion survey items in relation to school improvement, stimulating learning, reporting, learning focus, extra curricula, homework and general satisfaction to be above 5.8 for each year 2011-2014 (when a valid sample is represented).</p> <p>Staff survey items in relation to student outcomes to be above 75' on the 100-point scale and those related to student behaviour to be below 25 on the 100 scale for each year, 2011-2014.</p>	<p>To have all students deemed capable make at least one year's VELs progress annually in literacy and numeracy.</p> <p>The proportion of students achieving at or above Band 4 in NAPLAN English and Mathematics to be 100% with cohort growth at or above expected levels (1.0 VELs levels).</p> <p>NAPLAN means for English and Mathematics in year 3 to have a 10% increase in the cohort currently greater than Band 4.</p>

<p>Student Engagement and Wellbeing</p> <p><i>Equity funding to provide:</i></p> <ul style="list-style-type: none"> - EFT 1.0 Student Wellbeing Coordinator <p>\$67,157.00</p>	<p><i>To further develop a school culture that fosters student, parent and staff connectedness.</i></p>	<p>Student survey results to remain within the effective range (50-75%). Continue to improve the Student Attitude to School survey measures for student safety, stimulating learning and connectedness to remain above state means.</p> <p>Reduce the mean absence rate (P-6) to at least 14 days and reduce the range between year levels.</p> <p>For each year, 2011-2014, parent opinion results to be above those in 2009. Connectedness to Peers, Student Motivation, Social Skills and School Connectedness to be within the third quartile (50-75%), (provided a valid sample is represented).</p> <p>For each year, 2011 to 2014 all positive scales of the staff opinion survey to be above 75' on the 100-point scale, and all negative items to be below 25 on the 100-point scale</p>	<p>Student survey results to remain within the effective range (50-75%). Stimulating learning to be above state mean.</p> <p>Student absences to be at or less than 14 days.</p> <p>Student decision making and classroom misbehaviour on the Staff Opinion survey to be at or above the state mean.</p>
<p>Student Pathways and Transitions</p> <p><i>Equity funding to provide:</i></p> <ul style="list-style-type: none"> - EFT 1.0 Disabilities Coordinator <p>\$82,540.40</p>	<p><i>To continue to improve the transition processes for students and their families, in, through and out of the school.</i></p>	<p>General satisfaction and transition in the Parent Opinion Survey to be above 5.8 for each year, 2011-2014 (provided a valid sample is represented).</p> <p>Student learning progression across the key transition points – K-Prep; 2/3; 4/5; 6/7 – is at or above expectations (VELS, NAPLAN).</p>	<p>General satisfaction and transitions to be above 5.8 in the Parent Opinion Survey (provided a valid sample is represented).</p> <p>A valid sample to be obtained for the Parent Opinion Survey.</p> <p>AEDI and transition statements to be used to plan strategic interventions within the first year of school.</p>

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
<p>Continue to develop staff capacity to improve teaching and learning and develop schoolwide pedagogy and shared understanding of teaching and learning. (Achievement Improvement Zones Project)</p> <p>Development of staff capacity through improvement strategies supported by Smarter Schools National Partnership funding.</p> <p>\$82,500 to support:</p> <ul style="list-style-type: none"> - literacy and numeracy taskforce - CRT coverage to allow teachers to participate in Instructional Rounds 	<p>Participation in the AIZ project to improve teaching and learning practices through:</p> <ul style="list-style-type: none"> • Establishing/ or maintaining the preconditions for learning. • Using data to inform teaching practice and to develop teacher and students' understanding of the continuum of learning. • Use of the E5 reflective journal to promote collaboration around the development of schoolwide pedagogy and shared understandings of teaching and learning. • Strengthening the school improvement team, professional learning teams and models of teacher observation through the instructional rounds/triad model. • Implementing regional school improvement strategies at the classroom level. <p>Realign school literacy and numeracy plans to school strategic plan.</p> <p>Development of a shared understanding of ESL and low language learners.</p> <p>Participation in the Mathematics Partnership Project.</p>	<p>Professional learning sessions for:</p> <ul style="list-style-type: none"> • Learning leaders • PLT leaders, professional learning teams, triads • Data manager • School improvement team • Principals and leaders <p>Allocation of curriculum days, weekly collaboration meetings and school improvement team meetings to support whole school implementation.</p> <p>Allocation of school time to support Instructional Rounds/triads.</p> <p>Use of Student Performance Analyser (SPA)</p> <p>School based, DEECD and NMR learning continuums.</p> <p>School literacy and numeracy plans.</p> <p>Primary Maths specialists.</p> <p>Strategic partnerships</p>	<p>Principal to lead the educational change agenda in the school</p> <p>School improvement team</p> <p>Learning leaders</p> <p>Leaders, professional learning teams</p> <p>Data managers</p> <p>Networks</p> <p>Regional Network Leader</p> <p>All teachers</p>	<p>Refer to DEECD guidelines, AIZ and regional/network and school based professional learning schedule.</p> <p>Term one and then an ongoing, regular basis.</p>	<p>School structures, roles and responsibilities clearly articulated and aligned with school improvement priorities.</p> <p>AIZ strategies and use of the e5 Reflective Journal included in teacher and principal class performance plans</p> <p>Planning of student learning and development of content knowledge routinely informed by:</p> <ul style="list-style-type: none"> • School based developmental continuums • VELs continuums • NMR Mathematics and Writing continua • Whole school literacy and numeracy plans <p>Consistency of teacher practice in use of:</p> <ul style="list-style-type: none"> • High reliability literacy/numeracy strategies • Higher order, open ended questioning strategies • Strategies for the development of oral language <p>Lesson pace varies within teaching sessions according to learning intentions and the nature of the task</p> <p>Academic vocabulary introduced and teachers explicitly teaching the 200-300 most important words associated with the curriculum.</p> <p>Learning intentions, key tasks and success criteria displayed and understood by students.</p> <p>Data used routinely by PLT to; identify student cohorts, plan, implement and monitor precise intervention strategies and improve identification of cohorts 6-12 months above or below expected</p>

	Implementation of school literacy and numeracy taskforce to provide precise, point of need teaching based upon cohort data analysis.	funding.			level All staff participating in Instructional Rounds. Instructional rounds model used as a basis for the implementation of triads. Teacher's classroom practice routinely observed. Literacy and Numeracy Taskforce working across the school in designated areas to lift achievement. Precise, point of need interventions used to lift student achievement in literacy and numeracy.
E5	Develop clear and agreed expectations around quality curriculum delivery linked to DEECD initiatives, such as the E5 Instructional Model.	Allocation of curriculum days, weekly collaboration meetings and school improvement team meetings to support whole school implementation.	All staff	Ongoing	E5 Reflective Journal included in teacher and principal class performance plans. E5 instructional model used to develop teacher capacity and develop common understandings around effective teaching practices.
Wannik strategy	Implementation of the Wannik strategy for all Koorie students. The development of Koorie Education Learning Plans for all Koorie students.	Professional learning sessions for relevant staff. Tracking of all Koorie students through SPA, school based tracking system and NMR KELP website.	NMR Wannik team KESOs Principal Assistant Principal All teachers Students Parents/guardians	Term one and then on an ongoing basis.	All Koorie students to have a Koorie Education Learning Plan by the end of Term 1, 2011. The parents/guardians of Koorie students to be involved in this process. Teachers and leadership team know who the Koorie students are and the progress they are making.
Ultrahet	Implement DEECD ultrahet policy	Professional learning sessions for all staff. Allocation of curriculum days, weekly collaboration meetings and school improvement team meetings to support whole school implementation.	Principal Student engagement coordinator Office/admin staff Lead Users Teachers Students Parents/guardians	Refer to DEECD guidelines.	All staff have shared vision of how the Ultrahet is linked to improved learning and teaching. Teachers meet regularly to develop curriculum plans, learning sequences and resources for online sharing through the Ultrahet. School leadership team conducts activities for informing the school community on the Ultrahet through regular parent forums. Students across the school accessing the Ultrahet. Ultrahet displaying attendance and timetable

					information.
<p>Student Engagement and Wellbeing</p> <p>Analyse the student absence data collected in 2010 and respond through appropriate changes to policy and practice.</p> <p>Influence family educational cultures to improve student attendance and punctuality to school</p>	<p>Appointment of staff member to collect and highlight absentee and latecomer data.</p> <p>Launch campaign to educate community about the ramifications of lateness and absenteeism.</p>	<p>Allocation of staff member.</p> <p>Regular updates through school newsletter.</p> <p>Allocation of parent forum sessions.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>School Improvement Team</p> <p>ES staff</p> <p>All teaching staff</p>	<p>Term one and then on an ongoing basis.</p>	<p>All members of school community displaying an increased awareness of school absences and lateness.</p>
<p>Create a stimulating and secure learning environment with a focus on purposeful teaching and learning. (AIZ project)</p>	<p>Build on effective behaviour management strategies.</p> <p>Develop student voice through feedback and evaluation of their own learning.</p> <p>Review of Integrated based topics to reflect Northern Metropolitan Region powerful learning strategy of curiosity.</p>	<p>Access to AIZ and regional professional learning.</p> <p>NMR Powerful learning strategy.</p>	<p>See above</p>	<p>See above</p>	<p>Whole school consistency in implementing behaviour management strategies informed by:</p> <ul style="list-style-type: none"> • DEECD's Student Engagement Policy Guidelines • AIZ/Ramon Lewis Student Development model. <p>Student voice, through feedback on their learning is included in the classroom and school improvement process.</p> <p>Staff, student and parent opinion surveys used to inform school improvement processes and build positive relationships.</p>
<p>Further develop connections with key secondary schools.</p> <p>Strengthen connections and relationships with the Homestead Child & Family Centre long daycare facility and kindergarten.</p>	<p>Develop strong connections with local secondary schools.</p> <p>Continue the strong connections with the Homestead Child & Family Centre.</p> <p>Review of Prep 'Concept development program' in line with the Victorian Early Years Learning and Development framework.</p>	<p>Allocation of time for regular meetings with secondary schools and pre-school.</p> <p>Allocation of funds through a transition budget.</p> <p>Sharing of professional learning sessions in relation to curriculum.</p> <p>Victorian Early Years Learning and</p>	<p>Principal</p> <p>Assistant principals</p> <p>School improvement team</p> <p>Prep teachers</p> <p>Year 6 teachers</p> <p>Pre-school director</p> <p>Year 7 teachers</p>	<p>Each term</p> <p>2010</p> <p>Ongoing</p>	<p>Consistent language from pre-school to Prep in accordance with Victorian Early Years Learning and Development framework.</p> <p>Planning of student learning and development of content knowledge routinely informed by the Victorian Early Years Learning and Development framework.</p> <p>Academic vocabulary introduced and teachers explicitly teaching the 200-300 most important words associated with the curriculum.</p> <p>School based developmental continuums</p>

		Development framework.			extended to learning beyond VELs Level 4. Moderation sessions between Years 6/7 teachers in the areas of literacy and numeracy.
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