



Department of Education and
Early Childhood Development

Annual Implementation Plan 2012


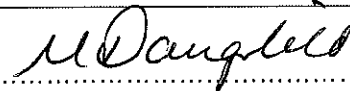
Broadmeadows Valley Primary School

5098



**Broadmeadows
Valley** PRIMARY SCHOOL

Based on Strategic Plan developed for 2010-2013

<p>Endorsement by School Principal</p>	<p>Signed.......... (Principal's signature)</p> <p>Name... Mr. Andrew Jones</p> <p>Date... 29.3.12.....</p>
<p>Endorsement by School Council</p>	<p>Signed.......... (School Council President's signature)</p> <p>Name... Mrs. Merrilyn Dangerfield</p> <p>Date... 29/3/12.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name... Ms. Barb Adam (RNL – Hume South)</p> <p>Date.....</p>

Strategic Intent

	Goals	Targets	One Year Targets
<p>Student Learning</p>	<p>To improve student learning in English and Mathematics so that every student deemed capable will be at least proficient at the Victorian Essential Learning Standards in English and Mathematics at their year level</p> <p>To improve all student outcomes in literacy and numeracy from prep to year 6</p>	<p>By the end of 2012, 100% of – students deemed capable to be assessed with an A, B or C grade</p> <p>To increase the proportion of students receiving an A or B grade by 30% by the end of 2012</p> <p>To decrease the number of ATSI students performing below expected levels by the end of 2012.</p>	<p>Government School Performance</p> <p>By the end of 2012, 90% of students deemed capable to be assessed with an A, B or C grade</p> <p>To increase the proportion of students receiving an A or B grade by 30% by the end of 2012</p> <p>To decrease the number of ATSI students performing below expected levels by the end of 2012.</p>
<p>Student Engagement and Wellbeing</p>	<p>To improve student attendance patterns across all year levels</p> <p>To improve the teaching and learning environment, student safety, student wellbeing and student relationships in all year levels</p> <p>To improve staff opinion of student motivation and student behaviour.</p>	<p>To increase student attendance at each year level to an average of 6.5% (13 days) absent per year by the end of 2012</p> <p>Student attitude to school survey scores to be over 75% in all measures (4th quartile) by the end of 2012</p> <p>Student attitude to school survey scores for student safety to remain over 90% by the end of 2012</p>	<p>Government School Performance</p> <p>Absenteeism to reduce to below an average 13 days per student and for the school to be in the middle 60% of Victorian Schools and similar to comparative schools for days absent per student per day.</p> <p>Student Attitudes Survey</p> <p>Connectedness to peers and classroom behaviour percentage ranks to increase to at, or above 75% on the attitudes to school survey.</p> <p>All other student attitude to school survey scores to be maintained at or above 75% in all measures (4th quartile).</p>

		<p>Parent opinion survey scores on student safety and student behaviour to be at 75% by the end of 2012</p> <p>Staff opinion survey scores on student motivation and student behaviour to be at or above 50% by the end of 2012.</p>	<p>Student safety attitudes to school scores to remain over 90%</p> <p>Parent Opinion Survey</p> <p>Social skills, student safety, connectedness to peers and school connectedness percentage rank to be at or above 75%.</p> <p>Staff Opinion Survey</p> <p>Student motivation and student behaviour (classroom and school) to be at or above 50%.</p>
<p>Student Pathways and Transition</p>	<p>To improve the capacity of students to be personal learner</p> <p>To improve student transition for incoming prep students, students moving through all levels and exiting year 6 students</p>	<p>85% of students in Years 3 to 6 will achieve the VELS standards for Personal Learning appropriate to their year level</p> <p>To reach high correlation rates between the percentages of students reaching 90-100% accuracy at the end of year 2 (level 20) with year 3 NAPLAN Reading subsequently achieved by the same group of students</p> <p>To attain an average of 90% agreement responses by parents to the four transition items in the parent opinion survey by 2012</p>	<p>Student Attitudes Survey</p> <p>Stimulating learning, learning confidence percentage ranks to be at or above 80% and school connectiveness, student motivation percentage ranks to be at or above 90%</p> <p>Parent Opinion Survey</p> <p>General satisfaction, learning focus and transition percentage ranks to be at or above 75% and be located in the fourth quartile</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>Student Learning</p> <p>Develop a 'standard of expectations' for teaching at Broadmeadows Valley Primary School</p>	<p>Develop a document which outlines the minimum standards for each year level in oral language & spelling</p>	<p>Professional learning budget to allow for triad observations</p>	<p>PLT's to develop oral language standards at appropriate VELs levels.</p>	<p>Term 1</p>	<p>Documented school 'Literacy Plan' and 'Numeracy Plan'</p>
<p>Develop an agreed school-wide approach to the instructional practice of literacy and numeracy</p>	<p>Refine and review the school 'Literacy Plan' and 'Numeracy Plan'</p>	<p>Investigate options for assessment P – 2 to add to existing Assessment Schedule</p>	<p>Literacy Action Team Numeracy Action Team Curriculum Organization Group</p>	<p>Term 3</p>	<p>Increased number of students working at expected VELs levels across the school in literacy and numeracy</p>
<p>Build teacher capacity for delivery of the agreed school wide approaches in literacy and numeracy within learning neighbourhoods</p>	<p>Continue professional learning through 'Collegiate Observations' and 'Triads' TRIAD Action Research Project</p>	<p>Coordinated use of student achievement data used regularly in teacher planning</p>	<p>Principal All teaching staff Curriculum leaders</p>	<p>Semester 1 and 2</p>	<p>Evaluation of 'Collegiate Observations' and 'Triad' processes Feedback from 'Collegiate Observations' and Triads used to guide future professional</p>

<p>Develop an agreed school wide approach to the assessment for and of learning</p>	<p>focus on 'Curiosity' component of the Powerful Learning strategy</p> <p>Targeted professional learning / coaching sessions with individuals or teams as required</p>	<p>Documented process activated and monitored for all Koorie enrolments</p>	<p>PLT leaders</p>	<p>Semester 1 and 2</p>	<p>learning</p> <p>The 'Curiosity' component of the Powerful Learning Strategy introduced and whole school exploration of the Theories of Action</p>
<p>Develop an agreed school wide approach to the assessment for and of learning</p>	<p>To refine and develop the literacy and numeracy assessment schedule</p> <p>To refine and develop school planning documentation of ongoing assessment in literacy and numeracy</p>	<p>Documented process activated and monitored for all Koorie enrolments</p>	<p>Literacy Action Team</p> <p>Numeracy Action Team</p> <p>Assessment leader</p> <p>Curriculum Organisation Group (Leadership Team)</p>	<p>Term 2</p> <p>Term 1</p>	<p>Pre and post testing to be included in planning documents</p> <p>Refined school wide, consistent assessment documentation in literacy and numeracy</p>
<p>Develop intervention strategies (including extension) for improving student learning in literacy and numeracy</p>	<p>Individual Learning Plans continued to be implemented for students identified at risk</p>	<p>Documented process activated and monitored for all Koorie enrolments</p>	<p>Teaching teams</p> <p>Assessment & curriculum leaders</p>	<p>Term 1</p>	<p>Students on Individual Learning Plans evidence improved performance against VELS standards</p> <p>Number of students deemed at risk is reduced</p>
<p>Focus on improving achievement of Koorie students</p>	<p>Use the Wannik strategy to develop partnerships with the Koorie community whenever a Koorie child is enrolled</p>	<p>Documented process activated and monitored for all Koorie enrolments</p>	<p>All teaching staff</p> <p>Leadership team</p> <p>Literacy Action Team</p> <p>Numeracy Action Team</p>	<p>Ongoing</p>	<p>KELPs and self assessments reviewed on a term basis. Parents/guardians of Koorie students involved in the process.</p> <p>All staff (leadership, teachers, ES's) know who the Koorie students are.</p>

<p>Student Engagement and Wellbeing</p> <p>To improve student engagement and wellbeing</p>	<p>Review and build on effective school and classroom behaviour management strategies.</p> <p>Develop and extend student voice through feedback and evaluation of their learning.</p>	<p>Access to regional and whole school based professional learning.</p> <p>Whole school student safety survey.</p>	<p>KESO PLT</p> <p>Principal, COG, Learning Neighbourhood Teams, all staff</p> <p>SWC and SIG</p> <p>SWC and SIG, Student Leaders</p>	<p>Ongoing</p>	<p>Whole school consistency in implementing behaviour management strategies in line with the Department of Education and Early Childhood Development's Student Engagement Policy Guidelines.</p> <p>Reduced number of students on specific behaviour modification programs (BMP's).</p> <p>Effective and consistent use of restorative practices and learning neighbourhood behaviour management processes.</p> <p>Evidence of high expectations and a respectful and orderly climate throughout the school</p> <p>Plan and document approaches for using 'student voice' to support improved engagement.</p> <p>'Student voice' included in the classroom and school improvement process. 'Student voice' written and/or personal representation at School Council</p> <p>Implementation of attendance strategies which focus on monitoring attendance, regular parent/school contact and an increased</p>
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<p>To improve student attendance</p>	<p>Build on electronic roll marking procedures and daily follow up of absences across P – 6.</p> <p>Continue whole school promotion of positive attendance initiatives.</p>	<p>School programs Student forums School surveys DEECD student surveys</p> <p>Professional learning</p> <p>Access to DEECD, regional and school based professional learning.</p>	<p>Principal, COG Learning Neighbourhood Teams, all staff SWC, SIG, Student Leadership Group</p> <p>Principal, COG, Learning Neighbourhood Teams, all staff SWC and SIG Student Leadership Group School based KESO</p>	<p>Ongoing</p>	<p>knowledge of the child.</p> <p>Improved student attendance.</p> <p>Reduced number of students on attendance 'at risk register'.</p> <p>Reduced number of students with attendance management support plans.</p>
<p>Student Pathways and Transition</p> <p>To improve the capacity of students to be personal learners.</p>	<p>Audit current practices and ensure opportunities are made for students to establish learning goals and to encourage personal learning</p>	<p>PLT's COG Learning Neighbourhoods</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Teachers structure tasks into manageable parts, ensuring instructions are clearly understood and providing appropriate resources</p>

	<p>Audit current practices and ensure personal learning standards are addressed in Years 3 to 6</p> <p>Students to develop learning goals booklets/Journals/ online portfolios</p> <p>Students set, monitor and manage short-term, achievable goals in relation to specific tasks</p> <p>Students seek and use teacher feedback to develop their content knowledge and understanding and reflect on how their prior knowledge has changed</p>	<p>PLT's COG Learning Neighbourhoods</p> <p>PLT's COG Learning Neighbourhoods</p> <p>PLT's COG Learning Neighbourhoods</p> <p>Students/ teachers</p>	<p>All staff</p> <p>All students</p> <p>All students</p> <p>All students</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers identify talent and develop a sense of competence in all learners by providing opportunities for students to use their strengths and experience, and showing that differences between individuals are valued.</p> <p>Learning booklets/Journals/online portfolios/Utranet learning portfolios/video logs/diaries/ student-led conferences/presentations of learning/</p> <p>Students begin to monitor their own learning in a learning journal, using competencies to track their progress.</p> <p>Students develop skills and behaviours for learning effectively with peers, including interpersonal and reflective skills that encourage them to collaborate with their peers in the learning process.</p>
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<p>Develop DELC preschool programs specifically targeting school readiness</p>	<p>Prep transition program is run during Term 4 of the previous year.</p>	<p>PLT's Learning Neighbourhoods</p>	<p>Teachers – LN1</p>	<p>Ongoing</p>	<p>Higher rate of participants in the transition program during Term 4 Learning Neighbourhood 1 teachers working in the DELC.</p>
<p>To improve transitions between the stages of learning</p>	<p>Teachers participate in whole school planning across all stages of learning. Prep buddy program run with the grade 5's for 2012.</p>	<p>COG</p>	<p>All teachers/students</p>	<p>Ongoing</p>	<p>Teachers planning collaboratively across all neighbourhoods during planning days.</p>