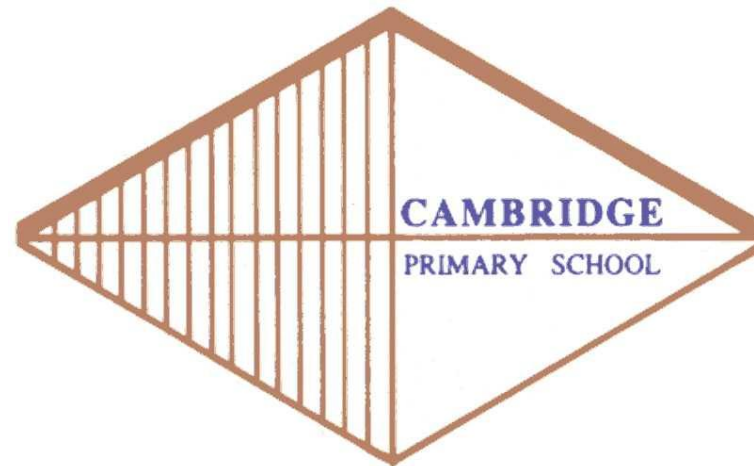


Cambridge Primary School 5312

Annual Implementation Plan 2009

Based on Strategic Plan / Charter developed for 2006 - 2010



Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve Literacy and Numeracy outcomes from P-6	<p>10% improvement annually in students achieving appropriate levels in all areas of number in the Early Years Numeracy Interview.</p> <p>75% of students are expected to improve at least two progression points each year in Literacy and Numeracy. Individual learning plans that target their specific needs will be developed for students who don't progress at the expected rate.</p> <p>70% Year 5 matched cohort to have progressed a full VELs level in AIM Maths and English</p> <p>Consistently have 95% of Year 2 students attaining 90-100% accuracy in Reading Text Level 20 by 2010</p>	<p>NAPLAN estimated Estimated VELs Equivalent (EVE) Y3 Reading to at least 2.2 (2008=2.1), Numeracy to at least 1.8 (2008=1.7), Y5 Reading to at least 2.9 (2008=2.8) and Numeracy to at least 1.8 (2008=1.7)</p> <p>95% of Year 2 Students reading level 20 with 90-100% accuracy</p>
Student Engagement and Wellbeing	To improve the attendance and punctuality rates of students from P-6	<p>Reduce P-6 mean absence to match the state mean by 2010</p> <p>30% improvement in the punctuality of students from P-6 by 2009</p> <p>To improve to Effective all variables relating to Student Engagement in the Parent Opinion Survey by 2010</p> <p>To improve to Effective the variables in the Attitudes to Schooling Survey relating to Student Engagement</p>	<p>Year Prep to 6 Mean absence rate be at or below 12.0</p> <p>The Parent Opinion Survey to show Connected to Peers to be at or above 5.95 ('08 5.90)</p> <p>Student Motivation to be at or above 5.8 ('08 5.73)</p> <p>Social Skills to be at or above 5.90 ('08 5.84)</p> <p>School Connectedness to be at or above 5.80 ('08 5.66)</p> <p>The Attitudes to Schooling Survey to show Connectedness to Peers to be at or above 4.48 ('08 4.31)</p> <p>Classroom behaviour to be at or above 3.20 ('08</p>

		<p>The Staff Opinion Survey relating to Student Engagement variables of Orientation and Environment to be consistently in the Effective range.</p>	<p>3.06) Student safety to be at or above 4.40 ('08 4.30) School connectedness to be at or above 4.40 ('08 4.25)</p> <p>The Staff Opinion Survey to show Student Orientation to be at or above 4.5 ('08 4.4) Learning Environment to be at or above 4.2 ('08 4.1)</p>
<p>Student Pathways and Transitions</p>	<p>To establish a framework to track and support all students as they progress through the school</p>	<p>The proportion of parents reporting satisfaction with the pre-school to school transition and orientation program to be greater than 90% by 2010.</p> <p>The proportion of parents reporting satisfaction with the transition and orientation program of Year 6 students to be greater than 90% by 2009.</p> <p>End of year Teacher Assessment Against VELs progression points to be recorded on a spreadsheet in each individual student's personal file to be available for teachers in each successive year.</p>	<p>The Parent Opinion Survey show transitions at or above 5.8 ('08 5.70)</p>

Part 2 – 2009 Annual Implementation Plan

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>Student Learning</p> <p>Introduce a coaching program across Prep-Year 6 to improve literacy and numeracy standards.</p>	<ul style="list-style-type: none"> • Provide coaching mentors with professional learning • Teacher will be provided with opportunities to view other classrooms and good teaching practices. • Analysis of data to identify students who are working significantly above or below expected progression point levels from NAPLAN, On Demand testing, Benchmarks and the Mathematics Online Interview DATA • Implement the SAR mapping Tool to identify all children requiring intervention /extension within the school 	<ul style="list-style-type: none"> • Coaching mentors to attend AGQTP training • Professional Learning Teams 's throughout the school to be used to support coaching • Use PLT time to analyse data and plan appropriate teaching strategies • Class Master completed to reflect individual needs. • Individual Learning Plans for identified students working above or below the expected levels • Support programs funded and provided throughout the school based on SARS data • Professional Learning for staff relating to interpretation of data is timetabled into staff meetings • Provide support time for 	<ul style="list-style-type: none"> • Mentor Coaching Team • Classroom teachers • Support staff • Coaching team • Classroom Teachers • Student Welfare Co-ordinator • Classroom Teachers • Principal Class /Coaching team • Coaching team • Leadership Team 	<ul style="list-style-type: none"> • All year • Term 1, end Term 2 and Term 4 • Ongoing • Ongoing • Ongoing • Term 1, 2008 	<ul style="list-style-type: none"> • Term 4 - complete an evaluation as part of the AGQTP program. • All teachers will have received targeted focused feedback on their teaching practice throughout the year. Documentation will be part of staffs Annual Reviews • All teachers regularly engage in discussions regarding their teaching practice. • 75% of students to improve at least 2 progression points annually. • All teachers in PLT 'S use School Level Report data relating to programs developed to improve student learning.

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
		staff to moderate relating to data interpretation			
Develop an agreed whole-school approach to teaching Spelling.	<ul style="list-style-type: none"> Identify suitable programs in Spelling that will improve student data 	<ul style="list-style-type: none"> Professional Learning sessions to evaluate school needs and directions Trial identified spelling programs for suitability Introduce a whole-school approach to spelling Whole Staff input into agreed spelling approaches to produce a whole school agreed program. 	<ul style="list-style-type: none"> Coaching team Whole staff 	<ul style="list-style-type: none"> All Year 	<ul style="list-style-type: none"> Trial various spelling approaches throughout the year. Develop a spelling policy and program to be implemented in 2010.
<p>Student Engagement and Wellbeing</p> <p>Continue the implementation of the School Vision and Values</p> <p>Continue to improve school attendances based on the program <i>"It's Not Okay to be Away."</i></p>	<ul style="list-style-type: none"> Continue to implement and further develop the school "Start Up" Values and Classroom Protocols Program Continue to document current practices on student attendance Continued analysis of student absence data to identify clear target groups and relevant courses of action for example send home letters to students with less than 80% attendance. Promote and celebrate a culture within the school community 	<ul style="list-style-type: none"> Regular items in Newsletters Values slip recipients in Newsletters Weekly Assembly presentations of Values slips Obtain data from CASES21 for data analysis Collation of data for the development of a strategic plan addressing absenteeism Distribute certificates to students with 100% 	<ul style="list-style-type: none"> Whole School Community Classroom teachers Assistant Principal -Student Welfare Assistant Principal -Student Welfare Student Welfare Management Team Assistant Principal 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing Each Term 	<ul style="list-style-type: none"> School Vision and Values become an integral part of classroom behaviours A reduction in detention, suspension and counselling incidences compared to 2008 data Improvement in Attendance from (0'8 14.9 Absence days to 13.5 0'9) Improvement in Attendance from (0'8 14.9 Absence days to 13.5 0'9)

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
Develop an action plan to further engage Middle Years students	<p>that values regular, punctual attendance as a crucial aspect of academic progress.</p> <ul style="list-style-type: none"> • Monitor, record and follow up late arrivals • Introduce the SARS Mapping Tool as a means of monitoring student absenteeism /learning improvement etc • Investigate programs related to the establishment of boy's and girl's only Middle Years classrooms 	<p>attendance each term and list names in School Newsletter</p> <ul style="list-style-type: none"> • Parental meetings to be arranged for habitual absence and late punctuality • Continue Sign-in book and late arrival passes • Targeting of students who fall below 85% attendance levels each semester • Analyse Student Attitudes to School and DEEM surveys to ascertain needs • Continue to run Student Welfare programs such as Peer Support, Peer Mediation, Buddies and Cross-age tutoring • Involve students in WIN's eLearning Environment • Leading for Student Learning program team to investigate gender only classes in education. 	<ul style="list-style-type: none"> • Student Welfare working party / teachers /Assistant Principal • School Administration • Principal Class • Principal Class • Grade 5 and 6 teachers • Leading for Student Learning program team 	<ul style="list-style-type: none"> • Ongoing • Term 1, 2009 • Ongoing • Ongoing 	<ul style="list-style-type: none"> • An increase in 2009 of the number of students who received attendance certificates compared to 2008 • Improvement in Parent Opinion Survey - General Satisfaction from (0'8 5.77 to a target of 5.85 • Decrease in absenteeism from 2008 averages by 10% in 2009 • 10% decline in recorded lateness compared to 2008 data • The Attitudes to Schooling Survey to show an increase in <ul style="list-style-type: none"> ○ Classroom Behaviour to be at or above 3.30 ('08 -3.06) ○ Learning Confidence to be at or above 4.2 ('08- 3.98) ○ Student Distress to be at or above 6.1 ('08 - 5.58 ○ Student Motivation to be at or above 4.8 ('08 4.43)

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>Student Pathways and Transition</p> <p>Continue implementing the 2009 transition program from kinder to year 7.</p> <p>Continue to loop students and teachers from Grade 5 to Grade 6</p> <p>Survey Grade 6 and Prep parents on satisfaction levels regarding transition and orientation</p> <p>Track progress of students using individual and cumulative spreadsheets for the recording of Progression Point assessments</p>	<ul style="list-style-type: none"> • Implement the Cambridge Intra School Transition Program. • Looping to occur from Grade 5 to Grade 6 • Create & administer parent survey. • Analyse survey results to further improve program • Use SARS Mapping Tool as a means of tracking student progression • Update spreadsheets 	<ul style="list-style-type: none"> • Transition Working Party to reconvene to ensure implementation is taking place. • Staff and Students loop together from Grade 5 to Grade 6 • Survey parents as part of transition survey • Refine and distribute surveys to parents in term 4 2009 regarding satisfaction with orientation and transition • Include results in Annual Reporting • Electronic version / Hard copy for 2009 to be placed in Student Evaluation Folders • Process used annually for the collection and collation of data • Data annually stored and 	<ul style="list-style-type: none"> • 2008 LIES committee • Leading teachers • Grade 5 & 6 Students and Teaching Staff / Principal • Leadership Team • Transition Coordinators • Assistant Principal - Curriculum • QuickVic Report Co-ordinator • Early Years Co-ordinator 	<ul style="list-style-type: none"> • All Year • Term 4, 2009 • Term 4, 2009 • Beginning Term 1 2009 	<ul style="list-style-type: none"> • An increase in Student Engagement resulting in improved NAPLAN results in Grade 3 & Grade 5 • Improved Parent Opinion Survey results related to <ul style="list-style-type: none"> ○ Stimulated Learning to be at or above 6.0 ('08 - 5.5) ○ Behaviour Management to be at or above 5.8 ('08 - 5.34) ○ Extra Curricula to be at or above 5.2 ('08 -4.86) ○ Classroom Behaviour to be at or above 4.7 ('08 -4.34) • 80% Satisfaction level of students and parents with process pertaining to 2008 survey • The Parent Opinion Survey show transitions at or above 5.7 ('08 5.4) • All teachers access student data progression point levels from 2007 to inform planning and assessment in 2008

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
Further development of electronic portfolios as a representation of student pathways within the school from Grades 2-6.	<ul style="list-style-type: none"> • Develop common agreements and guidelines for digital portfolios • All grade 2-6 children to develop digital portfolios. Prep and grade 1 children will have scrapbook portfolios. 	<p>transferred in students Evaluation folders</p> <ul style="list-style-type: none"> • A documented policy is produced pertaining to digital portfolios 	<ul style="list-style-type: none"> • Assessment & Reporting Committee • ICT teacher • Leadership Team 	<ul style="list-style-type: none"> • End of Term 1, 2009 	<ul style="list-style-type: none"> • Agreed Philosophies and Practices relating to digital portfolios • A school based plan relating to Digital Portfolios

Part 3 – Signatures

SIGNED by the Principal

Name [INSERT NAME]

Date .../.../.....

SIGNED by the School Council President

Name [INSERT NAME]

Date .../.../.....

SIGNED by the Regional Director (or nominee)

Name [INSERT NAME]

Date .../.../.....