



# **KILSYTH PRIMARY SCHOOL 3645**

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## **Annual Implementation Plan 2009**

**(Based on Strategic Plan / Charter developed for 2005 – 2008)**



<b>Endorsement by School Council</b>	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.	✓
<b>Endorsement by Regional Director (or nominee)</b>	Insertion of a tick ( ✓ ) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	[INSERT TICK HERE]

# Strategic Intent

## STUDENT LEARNING

NAPLAN Reading, Writing and Numeracy

<b>TARGET</b> Year 3 - 6 Increase in the percentage of students above the NMS in Reading and Numeracy by 5%	<b>Year</b>	<b>Current</b>  (State benchmark)	<b>2009 Target</b>
	Yr 3 Reading	401.7 (415.8)	421.8
	Writing	401.4 (421.2)	421.5
	Yr 3 Numeracy	379.8 (416.1)	416.1
	Yr 5 Reading	475.7 (492.1)	499.5
	Writing	477.3 (496.0)	501.2
	Yr 5 Numeracy	476.3 (487.8)	500.1

<b>TARGET</b> Increase in the percentage of students in the top 2 bands in NAPLAN Reading and Numeracy by 5%	<b>Year</b>	<b>2008</b>	<b>2009 Target</b>
	Yr 3 Reading Band 5 & 6	47	49.4
	Yr 3 Numeracy Band 5 & 6	33	34.7
	Yr 5 Reading Band 7 & 8	22	23.1
	Yr 5 Numeracy Band 7 & 8	11	11.6

<b>TARGET</b> 0% of students deemed capable to be at or below National Minimum Standard in Reading, Writing and Numeracy domains by 2010	<b>Year</b>	<b>2008</b>	<b>2009 Target</b>
	Year 3 Reading	21%	10.5%
	Year 5 Reading	22%	11%

Assessment of Reading (Text Level)

<b>TARGET</b> Prep – 2 Reading	<b>Year</b>	<b>Current</b>		<b>2009 Target</b>
		(State benchmark)		
Year Prep - 2 Increase in the percentage of students achievement in Reading and Numeracy by 5% or achieving 2008 State wide benchmark	Prep Level 5	90 - 100%	55 (81.3)	81.3
		51 – 89%	30 (8.9)	9.5
		<50%	15 (9.8)	9.2
	Year 1 Level 15	90 - 100%	61.5 (86.4)	86.5
		51 – 89%	9.3 (38.5)	13.5
		<50%	4.3 None	0
	Year 2 Level 20	90 - 100%	91.7 (94.5)	96.3
		51 – 89%	5.6 (3.3)	3.3
		<50%	2.8 (2.2)	.4

**Student Engagement and Wellbeing**

<b>TARGET</b>	<b>Year</b>	<b>2008</b>	<b>2009 Target</b>
10% Reduction in student absences in Years P - 6	Prep	13.8	13.11
	Yr 1	11.5	10.93
	Yr 2	15	14.25
	Yr 3	10.7	10.17
	Yr 4	14.4	13.68
	Yr 5	12.3	11.69
	Yr 6	14.4	13.68

### Student Attitude to School Survey

<b>TARGET</b>	<b>Area</b>	<b>2008</b>	<b>2009 Target</b>
5% Improvement in the following areas	Student Morale	5.2	5.46
	Stimulating learning	3.62	3.80
	Student Motivation	4.33	4.55

### Staff Morale Survey

<b>TARGET</b>	<b>Area</b>	<b>2008</b>	<b>2009 Target</b>
5% Improvement in the following areas.	Student Misbehaviour	31.9	30.3
	Professional Growth	78.1	82.01
	Student Motivation	76.7	80.54

### Parent Opinion Survey

<b>TARGET</b>	<b>Area</b>	<b>2008</b>	<b>2009 Target</b>
5% Improvement in the following areas.	Learning focus	5.45	6.0
	Extra curricular	4.88	5.4

# Implementation

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><b>STUDENT LEARNING</b></p> <p><b>Mathematics</b></p> <p><b>Numeracy Measurement, chance &amp; data</b></p>	<p>That Maths is taught for a minimum amount of time each week.</p> <p>The KPS Mathematics Scope and Sequence Document for all dimensions</p> <p>Providing a differentiated program to ensure that every learner is successful</p> <p>Establish a whole school repertoire of assessment tasks that are rich, open, robust and place the learner at the centre.</p>	<p>All students to be provided with least 5 Maths sessions (the equivalent of 1 hour daily) each week</p> <p>Plan each term:</p> <ul style="list-style-type: none"> <li>• Using KPS Scope and Sequence Document</li> <li>• Integrating topics where possible</li> <li>• Integrating Working Mathematically and Structure where possible in each dimension</li> </ul> <p>Plan and teach each topic:</p> <ul style="list-style-type: none"> <li>• Using the Kilsyth Primary School Maths Package as a planning, teaching and assessment resource.</li> <li>• Ensure that all students progress successfully in their learning by providing a differentiated learning</li> </ul>	<p>Maths Co-ordinator and team</p> <p>Teaching and Learning Coach</p> <p>Professional Learning Team Leaders and team members</p> <p>Professional Learning Team Leaders and team members</p>	<p>Level Review December 2009</p> <p>Planning Days</p> <p>Prior to the teaching of each topic</p> <p>This will be discussed at each teacher's annual review session.</p>	<p>Numeracy Interview</p> <p>School NAPLAN test results</p> <p>On Demand Testing will be used to support teacher judgement and support learning plans</p> <p>Improved continuity between NAPLAN and VELS results (Teacher judgements)</p>

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<i>cont.</i> <i>To improve student learning</i>		program <ul style="list-style-type: none"> <li>• Encourage students to verbalise their understanding</li> <li>• provide formative feedback on a regular basis.</li> <li>• Prepare individual learning Plans for students whose learning needs are beyond a standard above and below the core group.</li> </ul>	Class Teachers	Review and refine at the commencement of each term	

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<b>ENGLISH</b>  <b>READING</b> <b>WRITING</b> <b>SPEAKING &amp; LISTENING</b>	<p>Develop speaking and listening programs within each Level.</p> <p>Continue to build knowledge and skills in Writing – Levels 1- 4</p> <p>Continue Early Years Literacy Reading development with Level 1 and 2</p> <p>Assessment tasks measure the learning standard of all students</p> <p>English Moderation of assessment tasks and student work.</p>	<p>Building a Speaking and Listening component into the Term Planner for each PLT.</p> <p>Identify learning needs in Writing using teacher judgement and On Demand testing. Use the English Continuum (Writing focus) to design term strategic plans that will address these needs.</p> <p>Continue the use of Early Years Literacy focus using Coaching, class support and on-going professional learning.</p> <p>Use assessment tasks that are rich, open, robust and place the learner at the centre.</p> <p>Moderate writing assessment tasks and student work across all levels.</p> <p>Student Portfolios – work samples. REC – network meetings – sharing ideas/student work samples across year levels.</p>	<p>English Co-ordinator and teachers</p> <p>Professional Learning Team Leaders</p> <p>Early Years co-ordinator Level 1 and 2.</p> <p>Professional Learning Teams</p>	<p>Term 4 2009</p> <p>December 2009</p> <p>This will be discussed at each teacher's annual review session.</p> <p>Ongoing.</p>	<p>Teacher assessments against VELs.</p> <p>School NAPLAN test results improved for Year 3 &amp; 5 to be at or above the State mean.</p> <p>Improved continuity between NAPLAN and VELs results (Teacher judgements).</p> <p>Teacher planning documents, teaching program details, assessment documentation and student portfolios to reflect actual student achievement .</p> <p>On Demand Testing will be used to support teacher judgement and verify targeted learning plans.</p>

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<b>Student Engagement and Wellbeing</b>	<p>Continuous improvement of pedagogy and student management practices of all Kilsyth Primary School staff</p> <p>Continue the embedding of TRIBES and Restorative Practices</p> <p>Decrease the number of student absences at every Year level.</p> <p>Continual monitoring of student absences.</p>	<p>Implementation of interactive whiteboards in every classroom.</p> <p>Professional learning to support their introduction.</p> <p>Ensure all staff are trained in the TRIBES and Restorative practices. Building both into Kilsyth's culture through staff meetings and PLT meetings.</p> <p>Continue phoning home when students are absent.</p> <p>Continue to support the 'It's not ok to be away' and 'Its cool to be at school' programs.</p> <p>Chaplain to contact families where there are instances of prolonged absences.</p>	<p>ICT co-ordinator.</p> <p>All Kilsyth staff</p> <p>Office staff</p> <p>School Council, Principal and staff</p> <p>Principal, Leadership team and Chaplain.</p>	<p>This will be discussed at each teacher's annual review session</p> <p>Every school day.</p> <p>Throughout the year.</p>	<p>Must reach the targets set in the 2009 Annual Implementation Plan.</p> <p>Student Attitude to School Survey Targets: Wellbeing and Teaching and Learning</p> <p>Staff Morale survey targets: Outcomes Learning and Motivation</p> <p>Parent Opinion Survey targets: School Climate</p> <p>Must reach the targets set out in the Annual Implementation Plan.</p>

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	Peer Coaches will work with all teachers to provide feedback regarding their pedagogy and student management practices	Peer coaches will provide information regarding the process at a staff meeting prior to commencing coaching sessions  Peer Coaches will be allocated time in timetable to observe all staff members.	Principal, Peer Coaches, Teachers and Teacher Aides.	Consistently, throughout the year.	Peer Coaching Program established.  Teacher feedback in Reviews indicates benefits of process.