

Specimen Hill Primary School

Goals and Targets – 2006

School Goals (Adapted from School Charter)

Student Learning

- challenge & support students through effective teaching & learning strategies to enable them to achieve their potential
- provide a stimulating & challenging environment that caters for the needs of individuals through a range of effective teaching & learning strategies

Student engagement and well being

- students to become self-motivated, successful and active learners
- develop and maintain a safe, positive and caring learning environment
- promote self esteem and cooperation

Student pathways and transitions

- successful transitions into our school, through each year level and into secondary education.
- continuity and consistency in all stages of schooling P-6
- identifying students at risk

School Targets(Adapted from School Charter)

Student Learning

- to improve school benchmark data in relation to the measures of student achievement and parent opinion data
- provide programs and resources to ensure plans are implemented

Student engagement and well being

- students to work effectively both in team situations and individually
- employ innovative teaching methods
- encourage students to be responsible for their own actions
- improve student attendance data

Student pathways and transitions

- Providing case management for students identified at risk
- Planning a partnership between parents, students, service providers and staff

2006 Annual Implementation Plan

Student Learning / Student Engagement & Well being / Student Pathways & Transition

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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 practice measures or lead indicators that describe success
<p>Embedding a Culture of Continuous Improvement.</p> <p>Flagship 4 Creating & Supporting a Performance & Development Culture</p>	<p>Staff Professional Development and Building Leadership capacity</p> <p>Data research and analysis of school practice.</p> <p>DE&T Reference school for Performance & Development culture</p>	<p>All staff in our school to provide a professional development plan to share</p> <p>Professional development budget of \$15,000</p> <p>Staff and Team reflections on implementing their goals</p> <p>Most professional development to be through observation of practice, trial and feedback of practice with time before and / or after sessions to share and discuss what staff will see and observations made</p> <p>Enhanced Team approach to practices.</p> <p>Teams to have common planning time</p> <p>Reference school – supporting other schools</p>	<p>Performance & Development Learning Team leaders</p> <p>Performance & Development Learning Teams</p> <p>Principal</p> <p>Innovations & Excellence Cluster</p> <p>Professional Learning Teams</p> <p>Grade level Teams</p> <p>Mentors - VIT</p> <p>Talk about our experiences – offer other support (documents, visits)</p>	<p>Ongoing</p> <p>Term 1 – DE&T briefing Melb</p>	<p>Staff membership of Performance & Development Learning Teams</p> <p>Staff Performance & Development plans (goals & professional development for 2006)</p> <p>Feedback & PMIs submitted at the end of 2006</p> <p>Staff Opinion survey</p> <p>Parent Opinion survey</p> <p>Improvement in AIM and CSF data</p> <p>Belief in a culture of continuous improvement</p> <p>Support / links established with other schools</p>

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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 practice measures or lead indicators that describe success
<p>Literacy - Writing & Oral language</p> <p>Flagship 1</p> <p>Student Learning</p>	<p>VELs</p> <p>School data analysis</p>	<p>Most professional development to be through observation of practice, trial and feedback of practice with time before and / or after sessions to share and discuss what staff will see and observations made</p> <p>Part of total PD budget / part of Early Years budget</p>	<p>Professional Learning Teams</p> <p>Grade level Teams</p> <p>Kerrie McMillin / Debbie Sukarna / Alison Davis /Lorraine Marwood</p> <p>VELs to be used for curriculum organisation</p> <p>Individual or cluster PD re language enhancement program</p>	<p>Term 1 – contact and planning with Kerrie McMillin completed</p> <p>Term 2 & 3 – explore other expertise</p> <p>Use progression points in the new reporting system</p>	<p>Improvement in Professional interaction on staff opinion survey</p> <p>Improvement in AIM and CSF/VELs data, especially in writing</p> <p>Improvement in moderation</p>
<p>Numeracy</p> <p>Flagship 1</p> <p>Student Learning</p>	<p>VELs</p> <p>Progressive Achievement Tests (PAT) in maths</p> <p>Numeracy Interview (Testing & data analysis)</p>	<p>Open ended (maths) units of work</p> <p>PAT (Years 3 – 8) Cluster initiative linking primary to secondary (diagnostic testing in all areas of numeracy)</p> <p>Staff member timetabled to provide release for staff to conduct numeracy interviews</p>	<p>Andrea Hilbrick/Peter Sullivan/Michael Redden-modelling/ working with students-teachers observe and debrief after.</p> <p>Donna Ludvigsen – best use of <i>Interview data</i> & PD re growth points</p> <p>Senior PLT –Lorraine Campbell</p>	<p>Numeracy interviews completed for P-2 by the end of Term 1.</p> <p>PAT maths testing completed Term1 / 2/3</p> <p>Term 2 & 4 – new</p>	<p>Transfer into classroom practice</p> <p>Testing & interviews completed and used to inform teaching practice</p> <p>Assessment and analysis of data - report against progression points</p> <p>Embed practice – use common strategies to develop teaching practice to address need</p>

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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 practice measures or lead indicators that describe success
School Innovation in Teaching (SIT) Science & Technology Flagship 1 Student Learning	DE&T initiative supported by the Region SIT program POLT	Regional coordinator – Neville Davies School coordinator – Lee McDonald DE&T Funding \$1000 (School budget will support any short fall)	Lee McDonald – school teaching staff Junior & Senior PLTs Professional Development & implementation determined by POLT & planning	During 2006 (Initial planning in Term 1 & completed by the end of Nov.)	Planning completed & documented Implementation of plan POLT used by staff Evaluation of program
Introduction of the New DE&T Report Card Flagship 1 Student Learning	DE&T initiative VELs Progression points	DE&T to supply support & software “Opt in” and apply to all learning areas	All teaching staff Curriculum coordinator – Lorraine Campbell to facilitate PLT’s	As rolled out by DE&T Doug & Lorraine to attend briefing 28.02.06 Term 2 / 4 – 2006 and beyond.	Reports implemented and sent home to parents (mid & End of Year) Staff using new format & progression points
Review and start planning for the self evaluation due in 2007 Student Engagement & Wellbeing	Review programs and start to identify priority areas. Develop a draft master plan / strategic plan in consultation with school community to inform our next Annual Plan and our official review in 2007	Use of school data Survey parents, staff & students Prioritise school goals, set time frames and budgets	Professional Learning Teams & School council sub committees	Start process in Term 2 And continue throughout 2006 School year	Master planning & strategic directions our school over the next four to five years To be in a strong position as we go into the official review in 2007

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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 practice measures or lead indicators that describe success
<p>Integrated ICT</p> <p>Student Engagement & Wellbeing</p>	<p>ICT Integrated into the Curriculum</p> <p>Sound House project (VELs Innovation Partnership – New classroom practice)</p> <p>Intel teach to the future program (POLT -Principle 4)</p> <p>Easiteach e whiteboards & software applications</p>	<p>ICT - provision of two mobile & two stationary ‘e whiteboards’</p> <p>Sound House project \$1850</p> <p>E learning whiteboards – (Regional supply source ~ \$17,000)</p> <p>Intel Masters (I & E Cluster to train two staff)</p>	<p>ICT priority team (coordinator Allan Sing) & Principal</p> <p>Soundhouse - whole school PD (Implementing VELs through the use of animation & Movie making)</p> <p>Easiteach whiteboard PD (use of boards & software applications for classroom use)</p> <p>Intel briefing & PD offered by the cluster</p> <p>Investigate Teacher Professional Leave (Leadership team)</p>	<p>Term 1 – Easiteach whiteboard PD – Allan / Lauren, also Intel briefing for ~10 staff</p> <p>Term 2 – Soundhouse project briefing and PD & program initiated</p> <p>Intel training sessions – Terms 2, 3 & 4</p> <p>After Regional briefing</p>	<p>Improved ICT access for staff and students</p> <p>Enhanced opportunities for practical application of knowledge using technology</p> <p>Increased integration of curriculum with ICT</p> <p>Greater engagement of students</p>
<p>Higher level thinking skills</p> <p>Student Pathways & Transition</p>	<p>POLT</p> <p>VELS</p> <p>Whole school <i>Thinking curriculum</i></p>	<p>POLT– Principle 4</p> <p>Integrated within units of work – Intel program & specific areas such as Thinkers Keys (T Ryan)</p> <p>Investigate whole school <i>Thinking curriculum</i></p>	<p>Kangaroo Flat Cluster Management Committee and Educator- Angie Bysouth - facilitator of Modules</p> <p>Eg Peter Sullivan, Tony Ryan, Lorraine Marwood, Jeni Wilson & Eric Frankenheim</p> <p>Investigate Teacher Professional Leave (Angie) (Doug/Angie to start process)</p>	<p>At scheduled times throughout the year</p> <p>POLT PD- Principle 4 (integrate with Intel)</p> <p>After Regional briefing</p> <p>Whole school & possibly cluster going to Torrensville SA</p>	<p>Staff undertaking POLT PD- Principle 4 (integrate with Intel)</p> <p>Whole school <i>Thinking curriculum</i> explored and <i>Thinking skills continuum</i> documented</p> <p>Successful submission for teacher professional</p>

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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 practice measures or lead indicators that describe success
	P - 6 Re visit planning of units of work	Visit Torrensvile SA - our school and the possibility of cluster involvement INTEL Training/interactive whiteboards (school & cluster initiated)	Cluster Intel trained staff - Melissa and Mal	INTEL Term 2, 3 & 4	leave Staff involved in Intel PD
Linking with the Community Student Pathways & Transition	ASISTM Science Made Interesting.	ASISTM \$40,000 cluster grant.	Innovations and Excellence Cluster, coordinated by Angie Bysouth - Cluster Educator. Parks Victoria- (Land for WildLife) School community planning together. Senior students & staff	Throughout 2006	Access ASISTM Website Planning meetings with Parks Victoria Cooperative land preparation (removal of weeds / fencing / capping of mines etc) Establishment of a 'hot house' for propagation

Signatures

SIGNED by the Principal

Name Doug Jones

Date / /

SIGNED by the School Council President

Name Mandy Pickering

Date / /

SIGNED by the Regional Director (or nominee)

Name Ron Lake

Date / /