



Department of Education and
Early Childhood Development

Annual Implementation Plan 2012 Dinjerra Primary School 5450

Based on Strategic Plan developed for 2010-2013

Endorsement by School Principal	Signed  (Principal's signature) Name Leanne Sheardown Date 28.2.12
Endorsement by School Council	Signed  (School Council President's signature) Name Dat Do Date 28.2.12
Endorsement by Regional Director or nominee	Signed..... (Regional or nominee's signature) Name..... Date.....

Strategic Intent

	Goals	Targets	One Year Targets
<p>Student Learning</p>	<p>To improve the literacy and numeracy student outcomes, with particular focus on students in P-2</p>	<ul style="list-style-type: none"> • By 2012 100% of 'deemed capable' students in <u>Prep</u> will be reading with accuracy at or above Level 5. • By 2012 100% of 'deemed capable' students in <u>Year 1</u> will be reading with accuracy at or above Level 15 • By 2012 100% of 'deemed capable' students in <u>Year 2</u> will be reading with accuracy at or above Level 20. (between 2006-2008 the percentages reading accurately at Level 20 were 81%, 87% and 74%) • By 2012 100% of 'deemed capable' students in <u>Year 3</u> will be at or above NAPLAN Band 3 in reading, (currently 91% are at or above and 64% are above Band 3 in reading) and numeracy (currently 86% are at or above and 64% are above Band 3 in number) and 30% or more will be above Band 4. (currently 32% are above Band 4 for reading and number) • By 2012 100% of 'deemed capable' students in <u>Year 3</u> will be at or above NAPLAN Band 3 writing (currently 73%) and 25% or more will be above Band 4 (currently 14%). • By 2012 100% of 'deemed capable' students in <u>Year 4</u> will be at or above VELS Level 3.0 • By 2012 100% of 'deemed capable' students in <u>Year 5</u> will be at or above NAPLAN Band 5 in reading (currently 58%) and numeracy (currently 54%) and 10% or more will be above Band 6 (currently 0% are above Band 6 for reading and 4% are above Band 6 for numeracy). • By 2012 100% of 'deemed capable' students in <u>Year 5</u> will be at or above NAPLAN Band 5 in writing (currently 77%) and 28% or more will be above Band 6. (currently 18% are above Band 6 for writing) • By 2012 100% of 'deemed capable' students in <u>Year 6</u> will be at or above VELS Level 4.0 	<p>By 2012 100% of deemed capable students in</p> <ul style="list-style-type: none"> • <u>Prep</u> will be reading with accuracy at or above Level 5. • <u>Year 1</u> will be reading with accuracy at or above Level 15 • <u>Year 2</u> will be reading with accuracy at or above Level 20. • <u>Year 3</u> will be at or above NAPLAN Band 3 in reading and numeracy and 20% will be above Band 4. • <u>Year 3</u> will be at or above NAPLAN Band 3 writing and 20% will be above Band 4. • <u>Year 4</u> will be at or above VELS Level 3.0 • <u>Year 5</u> will be at or above NAPLAN Band 5 in reading and numeracy and 10% will be above Band 6. • <u>Year 5</u> will be at or above NAPLAN Band 5 in writing and 30% will be above Band 6. • <u>Year 6</u> will be at or above VELS Level 4.0

<p>Student Engagement and Wellbeing</p>	<p>To improve student engagement and relationships</p> <p>Building resiliency in all students to manage their behaviour positively</p>	<ul style="list-style-type: none"> By 2012, <u>student and parent opinion surveys</u> will show an improvement of 75% or more in the mean scores for responses to safety & connectedness to peers and behaviour. By 2012, <u>staff opinion surveys</u> will show an improvement of at least 75% in the mean scores for factors relating to the behaviour of students. 	<ul style="list-style-type: none"> By 2012 student opinion surveys will show an improvement in connectedness to school (combined grades 5&6) from 45% to 60%. By 2012 parent opinion surveys will show an improvement from the first and second percentile for responses to the third percentile for student behaviour and social skills. By 2012, staff opinion surveys will show an improvement in all items relating to behaviour of students being in at least the 2nd percentile
<p>Student Pathways and Transitions</p>	<p>Improve processes in support of student transitions from year level to year level</p>	<ul style="list-style-type: none"> The school could seek to maintain parental satisfaction with transition arrangements at or above 72%. 	<p>By 2012 parental satisfaction with transition will remain higher than 70%.</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 build the capacity of teachers to implement a comprehensive school wide approach to literacy and numeracy.</p>	<ul style="list-style-type: none"> • Professional Learning teams focus on catering for different ability levels • Regular use of system and school wide data in teaching teams to drive planning • Review Students At Risk data collection/profile <ul style="list-style-type: none"> • Develop peer observation cycle across the school <ul style="list-style-type: none"> • Review reporting to parents policy and procedures/practices • Continue to enhance ICT use in each classroom • Integrate Ultramet in school's core purpose and beliefs 	<ul style="list-style-type: none"> • National partnership funding • Benchmarking (F&P) • SPA • Student work samples/Rubrics <ul style="list-style-type: none"> • Curriculum days and peer coaching framework <ul style="list-style-type: none"> • Curriculum days/team and staff meetings • National Partnership funding 	<ul style="list-style-type: none"> • Principal/AP • Teaching staff • Consultants <ul style="list-style-type: none"> • Teachers and consultants <ul style="list-style-type: none"> • All teaching staff with support of Estelle Pizer and lead users 	<ul style="list-style-type: none"> • Ongoing over 2012 but occurring in fortnightly in team meetings-data improvement analysis • Commence on curriculum days and continue in staff meetings and team meetings. 	<ul style="list-style-type: none"> • P&D plans to demonstrate use of data in planning for student's needs • System and school wide data is analysed regularly and used to inform the planning, teaching and assessment cycle • Team moderation groups meeting regularly and all student assessment showing moderation influences • Literacy and Numeracy embedded in inquiry based learning <ul style="list-style-type: none"> • Capacity building in teachers as a result of peer coaching • Continue to support planning for inquiry with Estelle Pizer and consultants <ul style="list-style-type: none"> • All staff have a shared vision of how the Ultramet is linked to improving learning and teaching • Teachers plan regularly to develop curriculum plans, learning sequences and resources for online sharing through the Ultramet • Develop clear and agreed expectations around quality curriculum planning and delivery linked to collaborative online development • Teacher Performance and Development Plans include use of the Ultramet where appropriate to support professional learning goals • All teachers regularly use the Ultramet to monitor student progress initially through reading conferences each term • All teachers have worked with students to develop learning goals and reflection for reading through the Ultramet • Teams to develop class spaces to support and extend the class learning • Whole school agreed goals around ICT in teaching and learning (eg 2011 teachers committed to doing 1 on line read aloud each week) • 2 new lead users trained
<p>Continue to build the capacity of teachers to implement a common approach to teaching and classroom management that supports an engaging and productive learning environment</p>	<ul style="list-style-type: none"> • Classroom management coaching with all teachers • Refine School wide values program • Continued student consultation on issues • Refine Student Leadership Program running throughout school • Implement use of CASES 21 to collect attendance data • Conduct parent forums showcasing capacity of Ultramet to assist them in supporting students • Continue to build profile of high needs students through Phases of Escalation documents 	<p>Student Wellbeing program budget</p> <p>Student Leadership program across the school</p> <p>PWO/Principal</p>	<p>All staff lead by principal class</p> <p>PWO/Leadership/teachers/Student Leadership and Parent Engagement Committee</p> <p>Principal/AP</p> <p>Lead users/staf</p>	<p>Commenced Term 1 2011 and continue throughout year and into 2012 in staff meetings and team meetings</p> <p>Planning stage achieved</p>	<ul style="list-style-type: none"> • Staff participate in classroom management coaching schedule • Evidence of coaching ideas in classrooms • De-escalation of student issues • School leadership team conducts activities for informing the school community on the Ultramet at least two times over the year. • Accredited as eSmart school

	<ul style="list-style-type: none"> eSmart accreditation 	Leanne and PWO	eSmart Committee + staff	Dec 2011 – to be continued into 2012 through committee meetings, staff meetings and team meetings	
Refine and review school processes for all students moving from year to year as well as from primary to secondary	<ul style="list-style-type: none"> Develop entry and exit checklists/information forms to support placement of students Continue to build connections and shared learning opportunities with local pre and secondary schools Have co-ordination of new Preps and internal transition days that are similar 	<ul style="list-style-type: none"> Transition budget 	Leadership/All staff	Commence term 1 2012	<ul style="list-style-type: none"> All classes participate in whole school transition program in term 4 Strengthened relationships with local kinders