# Annual Implementation Plan 2012
Patterson Lakes Primary School
5190

Based on Strategic Plan developed for 2012 - 2015

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed ........................................ (Principal’s signature)</th>
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<tbody>
<tr>
<td>Name: Stan Szuty</td>
<td></td>
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<tr>
<td>Date: 15.2.2012</td>
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<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed ........................................ (School Council President’s signature)</th>
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<tbody>
<tr>
<td>Name: Mike Robbins</td>
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<td>Date: 15.2.2012</td>
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<th>Endorsement by Regional Director or nominee</th>
<th>Signed ........................................ (Regional Director or nominee’s signature)</th>
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<tbody>
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<td>Name ........................................</td>
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<td>Date ........................................</td>
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<tr>
<td>Strategic Intent</td>
<td>Goals</td>
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| **Student Learning**     | To improve learning outcomes for all students in English and Mathematics. | 35% of Year Prep - 6 students to achieve an A or B for Reading, Writing and Number by 2015.  
85% of Year 3 students to be in the top 3 NAPLAN bands for Reading, Writing and Number by 2015.  
75% of Year 5 students to be in the top 3 NAPLAN bands for Reading, Writing and Number by 2015.  
Reduce the percentage of students deemed below National Minimum Standards in NAPLAN to zero for Reading, Writing and Number 2015.  
The matched cohort on NAPLAN at Year 5 to be at the expected state growth rate by 2015. | 30% of Year Prep - 6 students to achieve an A or B for Reading, Writing and Number.  
83% of Year 3 students to be in the top 3 NAPLAN bands for Reading, Writing and Number.  
71% of Year 5 students to be in the top 3 NAPLAN bands for Reading, Writing and Number.  
Reduce the percentage of students deemed below National Minimum Standards in NAPLAN to 2% for Reading, Writing and Number.  
The matched cohort on NAPLAN at Year 5 to be at the expected state growth rate. |
| **Student Engagement and** | To improve transition processes for all students. | By 2015, Student Attitudes to School survey variable scores to improve:  
Teacher Empathy - 4.70  
Learning Confidence - 4.45  
Teacher Effectiveness - 4.75  
Stimulating Learning - 4.40  
By 2015, Parent Opinion Surveys will show an improvement in the mean scores for the Parent Input variable. | By 2012, Student Attitudes to School survey variable scores to improve:  
Teacher Empathy - 4.60  
Learning Confidence - 4.35  
Teacher Effectiveness - 4.65  
Stimulating Learning - 4.35  
Parent Opinion Surveys will show an improvement in the mean scores for the Parent Input variable. |
| **Wellbeing**            |                                                                     |                                                                                                                                                                                                      |                                                                                                                                                                                                                         |
| **Student Pathways and** | To improve student engagement and foster positive wellbeing. | Progressively improved levels of parent, student and teacher satisfaction with the transition program as measured by opinion surveys and school developed tools. | Progressively improved levels of parent, student and teacher satisfaction with the transition program as measured by opinion surveys and school developed tools. |
| **Transitions**          |                                                                     |                                                                                                                                                                                                      |                                                                                                                                                                                                                         |
### Key Improvement Strategies and Significant Projects

<table>
<thead>
<tr>
<th>What - Actions</th>
<th>How – Resources</th>
<th>Achievement milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a whole school teaching and learning approach based on the e5 Instructional Model and other initiatives.</td>
<td>Audit current curriculum English and Mathematics documentation.</td>
<td>Cross reference current documentation to ensure currency, clarity and forward planning. English and Mathematics teams and coordinators Term 1.</td>
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<tr>
<td>Define and reinforce high expectations for teacher practice and student learning; what it will look like in teaching and learning practices, classroom environments, presentation and celebration of student work, student behaviour and collective accountability of all staff for all students.</td>
<td>How – English and Mathematics budget. English and Mathematics teams and coordinators Term 2 &amp; 3.</td>
<td>Cross reference current documentation to ensure currency, clarity and forward planning.</td>
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<td>Enhance teacher’s knowledge of a stronger content of the level above/ below the grade they are teaching.</td>
<td>Cross reference current documentation to ensure currency, clarity and forward planning. Assessment and Reporting, English, Mathematics, Curriculum and Innovations Coordinators, Departmental leaders, ES staff. Term 1.</td>
<td>Cross reference current documentation to ensure currency, clarity and forward planning.</td>
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<tr>
<td>Implement an English and Mathematics intervention program, using school data to identify students ‘at risk’ and by re-structuring the use of teacher aides and teaching and learning coaches.</td>
<td>Develop an agreed format for teaching and learning plans. Subschool and Departmental leaders. Term 2-4.</td>
<td>Develop a Professional Learning Plan including recommendations for a school wide initiation of Personalised Learning in 2013.</td>
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<td>Engage staff in professional learning to build skills in understanding for explicit teaching that differentiates the curriculum.</td>
<td>How – PD budget. Principal, PD Coordinators, Learning and Teaching coaches. Term 1-4.</td>
<td>Embed the coaching program in relation to staff mentorship and educational practices.</td>
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**Fully integrate information communication technologies (ICT) across all areas of the curriculum to support and enhance student learning.**

- Audit current curriculum English and Mathematics documentation.
- Develop a whole school curriculum guide for English and Mathematics.
- Develop an agreed format for teaching and learning plans.
- Complete a Year 6 Action Research Project on what Personalised Learning would look like at PLPS.
- Maximise multimedia technologies throughout the school.
- Engage staff in professional learning to build skills in understanding for explicit teaching that differentiates the curriculum.

**Support, nurture and develop a stronger professional learning culture.**

- How – Cross reference current documentation to ensure currency, clarity and forward planning. English and Mathematics teams and coordinators Term 1.
- How – ICT and IWB budgets, English budget (Lexia, Lexiles), Mathematics budget (Mathletics) ICT, Curriculum and Innovation, English and Mathematics Coordinators (including Lexia Coordinator), Assessment and Reporting team. Term 1-4.

**Achievement milestones:**

- Fine tune current documentation in light of current student achievement levels.
- Document a smooth transition and preparation for the introduction and inclusion of National Curriculum.
- Provide a comprehensive English and Mathematics package as a reference guide for staff.
- Develop a concise and clear English and Mathematics Scope and Sequence within a whole school perspective.
- Update displays and increase publicity of English and Mathematics within the school.
- Strongly correlate teaching and learning to the Indicators of Progress (VELS) and the like in AusVELS.
- Develop throughout areas of the school, like ability streaming within English and Mathematics, to scaffold and cater for individual and cohort needs.
- Implement an agreed teaching and learning plan format, from a day, week and term basis.
- Develop a Professional Learning Plan including recommendations for a school wide initiation of Personalised Learning in 2013.
- Embed the coaching program in relation to staff mentorship and educational practices.
- Further provide opportunities for peer observations, to strengthen understanding of high quality teaching practices.
- Introduce a stronger professional reading ethos amongst staff.
- Continue to provide a variety of professional learning; maximising with online opportunities.
| Develop a whole school data plan by using multiple sources of data to plan a personalised learning approach that challenges all students; and that incorporates triangular assessment. | Analyse and track data with greater clarity and understanding from a whole school collective approach, to inform teachers in relation to individual and cohort points of need. | How – Assessment and Reporting, English and Mathematics budgets  
Who – Assessment and Reporting team and leader  
When – Term 2-4  
• Strengthen English and Mathematics understanding relating to NAPLAN.  
• Administer On Demand testing biannually to track student learning outcomes, to inform teaching.  
• Maximise further tracking mechanisms and data access with the Lexiles, Lexia and Mathletics programs, to support individual learning.  
• Strengthen student ownership and responsibility in Areas for Improvement throughout the reporting process, i.e. the need for end of year goals to be carried over to the following year.  
|  
| Develop a clear vision that will provide an overview of the purpose of the school in relation to the new Strategic Plan. | Restate the school’s core purpose, shared school values and develop a clear statement of what the school is trying to achieve as part of the new school strategic plan. | Who – Principal, Assistant Principal, Curriculum and Innovations Coordinator  
When – Term 1-4  
• Embed the school ethos throughout the school, in relation to all contributors ie. staff, students, parents, families, community members.  
• Unpack the three school values; integrity, respect and excellence and what it directly looks like in a classroom/school environment.  
|  
| Enhance ‘student voice’ through setting learning goals, self-reflection and evaluation of their learning. | Initiate an authentic house system that lifts the spirit of students and the development of relationships with significant adults, other than the classroom teacher. | How – Student Well Being budget  
Who – Principal, Assistant Principal, Student and Well Being Coordinator  
When – Term 1-4  
• Form a house committee within the school, with representation from staff and students.  
• Design a timetable of ‘house’ events, in line with the 15+ uninterrupted weeks.  
• Investigate a new house sport uniform to foster a sense of belonging.  
|  
| Implement initiatives to further promote student engagement and positivity. | Increase authentic student leadership capacity. | Who – Principal, Senior Sub school leader, Year 6 team  
When – Term 1-4  
• Introduce student leadership workshops.  
• Explore different ‘student leadership’ models, with the possibility of class captains within the whole school.  
• Clearly define the roles and responsibilities of the SRC and House captains so their roles are more authentic and valued.  
|  
| Embed school transitions to further monitor student achievement, strengthen student support and communication with families. | Shift the focus from classroom responsibility to a collective/cohort responsibility through addressing student cohorts rather than individual grades. | Who – Principal, Assistant Principal, Department leaders  
When – Term 2-4  
• Seek expressions of interest from teachers to be responsible for the educational progression of students for a VELS level, i.e. 2 years, with particular merit to support the transition of students in Year 3-5 and the correlation to VELS 5.  
• Monitor the growth of NAPLAN results, Years 3-5.  
|  
| Strengthen the protocol for students that are enrolled or are transferred to the school, in relation to provision of information directly related to student achievement. | | Who – Principal, Assistant Principal, Curriculum and Innovations Coordinator, Department leaders  
When – Term 3 & 4  
• Formalise the end of year ‘Up Day’ as a key element of the ‘Moving through the School’ program.  
|  
| Reinforce links by working more closely with local network schools, local businesses and industry. | Further partnerships to strengthen the school as the hub of the community. | Who – Principal, Assistant Principal, Curriculum and Innovations Coordinator  
When – Term  
• Strengthen the relationship with Patterson River Secondary College within the ‘Connections in the Community’ program.  
• Initiate communication and strengthen relationships with Network schools in relation to Ultranet implementation and support.  
• Further the profile in the Network of the Multi Media Centre and the respective Industry partnerships with Hitachi and RM.  
|