

# ORBOST PRIMARY SCHOOL SELF EVALUATION OF 2008 ANNUAL IMPLEMENTATION PLAN AND PROGRESS TOWARDS ACHIEVEMENT OF STRATEGIC PLAN GOALS

The following section aims to reflect your judgement of the **effectiveness of the strategies** outlined in your school's 2008 Annual Implementation Plan and your **assessment of progress** towards the achievement of your Strategic Plan goals.

Adjustments may need to be made depending on where you are in the planning cycle. *(It is intended that this self evaluation will be shared with colleagues at the first network meeting in Term 4 2008. This network process takes the place of the submission of a Draft Annual Implementation Plan in November).*

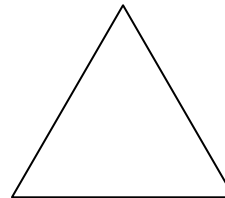
The intention of the four year Strategic Plan is that each year of the plan builds on the achievements of the previous year leading to the ultimate desired outcome at the end of the four year process.

Depending upon where you are in the cycle your 2009 AIP will reflect your first, second, third or fourth year of the plan. This will also be reflected in your targets.

If you are in the first year of your 4 year plan your targets will relate to the stage you expected to be at this year (e.g. perhaps a change in staff attitude as measured by staff opinion data); if you are in your second year your targets will build on the change in staff attitude of the first year but be the next step towards your ultimate goal (e.g. change in student attitude). Third year similarly, with the fourth year likely to have the student outcome targets you expected to achieve in the fourth year.

This assessment of progress is based on this "scaffolding" or "hierarchy of outcomes".

Student Outcomes Yr 4  
 Student Attitude Yr 3  
 Teacher Practice Yr 2  
 Cultural Change Yr 1



## STUDENT LEARNING

What has been your progress thus far in implementation of your Strategic Plan for this area? What has been achieved?

Increase teacher knowledge of content of mathematics, spelling and comprehension.  
 Consistent practise in mathematics with prescribed lesson structure and at least one problem solving lesson per week.

Which strategies / actions have been the most successful in your 2008 AIP and why?

Improving our teacher knowledge of students  
 Learning area teams analysing data

- Used to drive teaching
- Increased professional dialogue about effective teaching strategies
- Clear knowledge of students and where to next

Improving teacher knowledge of spelling content

- Whole school focus on increasing knowledge of phonological and phonemic awareness
- Implementation of speech sound set across all grades
- Consistent teacher language across all classrooms eg spelling options rather than graphemes supportive of our transition and pathways goal.

Based on your plan, where do you expect to be at the end of 2009 and 2010?

Students to be at or above the statewide benchmark for reading, spelling and mathematics particularly in grade 5.

Improved staff opinion data-professional interaction, professional growth and appraisal and recognition

What measures have you been using to determine whether your Strategic Plan targets are being met and are these measures still useful?

NAPLAN school summary data against statewide means-useful for tracking trends  
 NAPLAN item order reports for reading, numeracy and spelling

What measures are you using to determine the "value" you add in this area?

Online demand testing for numeracy, reading and spelling  
 Early years numeracy interview online  
 Torch, Probe, PM benchmark with comprehension  
 Student attitude to school survey

- Motivation to learn
- Teacher effectiveness

<p>Introduction of coaching program for effective literacy teaching.</p> <ul style="list-style-type: none"> <li>• Supportive of improving teacher practise</li> </ul> <p>Personal improvement plans linked to improvement areas of literacy specifically comprehension, numeracy and ICT.</p> <p><b>How do you know?</b>  Qualitative teacher efficacy data  “Coaching was a successful tool in improving teacher practise”  “Increased teacher talk about teaching”  “Teacher preparedness to reflect on their practise”:</p>	<p><b>How will these successes be continued into 2009 and does this need to be reflected in the 2009 AIP?</b></p> <p>Cluster Improvement Strategy and improved instructional leadership on effective teaching strategies supported by an academic driver –Professor John Munro</p> <p>Expansion of coaching program and increased training for key drivers directly linked to effective teaching strategies for learning.</p>
<p><b>Which strategy didn't work / needs adapting or more time and why?</b></p> <p>Maths planner doesn't cater for classes teaching across VELS levels.</p> <p>Non negotiable of teacher practise for literacy and numeracy need to be more explicit.</p> <p>GLIS-been an add on rather than our major improvement strategy, external professional development is very labour intensive. Excessive data collection for region and state purposes, not necessarily to inform teaching.</p>	<p><b>How will you use this learning in 2009 and does this need to be reflected in the 2009 AIP?</b></p> <p>Data analysis and termly/weekly curriculum plans to be the focus of team meetings. Staff meetings to be focussed on professional learning of effective teaching strategies.</p> <p>Increased synergy between school improvement area, personal professional development plans and whole school professional learning strategy.</p>

## ENGAGEMENT & WELLBEING

<p><b>What has been your progress thus far in implementation of your Strategic Plan for this area? What has been achieved?</b></p> <p>Review of student wellbeing policy and anti bullying policy.  Building teacher empathy and understanding</p> <p><b>Which strategies / actions have been the most successful in your 2008 AIP and why?</b></p> <p>Whole school focus on student wellbeing-term 3 increasing ownership of policy development and implementation strategies.</p> <p><b>How do you know?</b>  Improved data sets in relation to student/classroom behaviour and safety.</p>	<p><b>Based on your plan, where do you expect to be at the end of 2009 and 2010?</b></p> <p>Detailed negotiated classroom management plans to be given to families at the beginning of the year and followed through by classroom teachers.</p> <p><b>What measures have you been using to determine whether your Strategic Plan targets are being met and are these measures still useful?</b></p> <p>Student attitude to school data-classroom behaviour and student safety  Staff opinion data-student and classroom misbehaviour  Reduced parent comments on surveys about bullying in the school</p> <p><b>What measures are you using to determine the “value” you add in this area?</b></p> <p>Decrease in the number of bullying incidents recorded.  Increased teacher responsiveness to misbehaviour  Shared responsibility for all students behaviour</p> <p><b>How will these successes be continued into 2009 and does this need to be reflected in the 2009 AIP?</b></p> <p>Implementation of the student wellbeing and anti bullying policies-improved communication between home and school.</p>
<p><b>Which strategy didn't work / needs adapting or more time and why?</b></p>	<p><b>How will you use this learning in 2009 and does this need to be reflected in the 2009 AIP?</b></p>

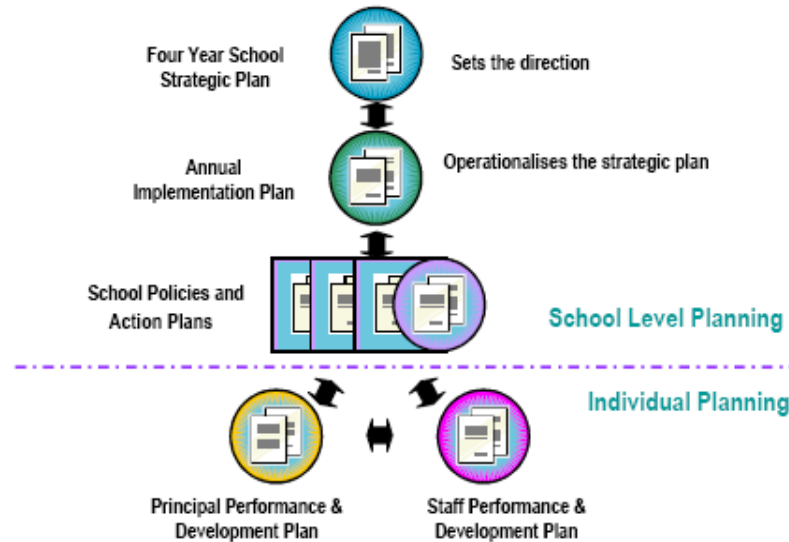
Increasing student's capacity to be independent learners by teaching the qualities of good learners and by students goal setting personal learning goals. Use of reflective practises by students.	Reinforcing the qualities of learners and student goal setting as a means of improving students learning confidence and student motivation. Whole school professional learning focussed on improving teacher effectiveness.
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<b>PATHWAYS &amp; TRANSITION</b>	
<p>What has been your progress thus far in implementation of your Strategic Plan for this area? What has been achieved?</p> <p>Team structure allowed for cross over of information between teams.</p> <p>Increased synergy between teams-eg shared NAPLAN data analysis across the whole school, deeper understanding of the taxonomy of questioning to improve comprehension, improved phonological and phonemic awareness of all teachers P-6.</p> <p>Which strategies / actions have been the most successful in your 2008 AIP and why?</p> <p>Consistency in teacher knowledge and development of whole school planning documentation for the effective teaching of mathematics and spelling.</p> <p>How do you know?</p> <p>Improved goal congruence on staff opinion survey</p>	<p>Based on your plan, where do you expect to be at the end of 2009 and 2010?</p> <p>2009 Comprehensive curriculum documentation in reading, spelling and mathematics completed. Consistent teacher practise in using agreed non negotiable practises in reading, spelling and mathematics.</p> <p>2010 Consistent effective teaching strategies being used across the school in reading, spelling and mathematics</p> <p>What measures have you been using to determine whether your Strategic Plan targets are being met and are these measures still useful?</p> <p>Data sets are an ok measure but we have richer qualitative data on teacher efficacy and professional learning through our coaching, mentor and professional learning programs.</p> <p>What measures are you using to determine the "value" you add in this area?</p> <p>How will these successes be continued into 2009 and does this need to be reflected in the 2009 AIP? Whole school focus on professional learning of the John Munro effective teaching strategies linked to professional learning plans and coaching program providing feedback and supporting reflective practise. Increased team planning and team teaching</p>
<p>Which strategy didn't work / needs adapting or more time and why?</p>	<p>How will you use this learning in 2009 and does this need to be reflected in the 2009 AIP?</p>

# Orbost Primary School 2009 Annual Implementation Plan

Based on Strategic Plan developed for 2008-2011

Figure 1 – Levels of School Planning



Principal Signature:

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Date:

\_\_\_\_\_

School Council  
Signature:

Verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.

\_\_\_\_\_

Date:

\_\_\_\_\_

Regional Director  
Signature:

Verifies that the Regional Director (or nominee) has endorsed this Annual Implementation Plan

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Date:

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# Annual Implementation Plan

Goal: to improve student learning outcomes years prep to six in literacy and numeracy with a specific focus on reading, comprehension, spelling/vocabulary and problem solving.

Key Improvement Strategy: Staff professional learning focused on highly reliable effective teaching strategies for reading, comprehension and spelling/vocabulary and problem solving

Is a detailed plan required to assist implementation of this improvement strategy within your school – Yes

What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
Improve the instructional leadership of our learning area leaders of highly reliable effective teaching strategies	Cluster improvement strategy for increasing student expectations	Principal and learning area leaders to work with Professor John Munro	Over the next two years	Consistent implementation of the highly reliable teaching strategies in all classrooms <ul style="list-style-type: none"> <li>• Getting knowledge ready</li> <li>• Targeting Vocabulary</li> </ul> Willingness to collaborate across the cluster More highly motivated, independent students.	NAPLAN results in grade 3 & 5 equivalent to the statewide mean.
Internal accountability linked to whole school improvement area <ul style="list-style-type: none"> <li>• Customised PD plans</li> <li>• Implement a coaching program with giving and receiving feedback</li> </ul>	Personalised improvement plans for literacy to be synergized with whole school improvement strategy including <ul style="list-style-type: none"> <li>• whole school professional learning</li> <li>• team planning</li> <li>• OPS non-negotiables</li> </ul>	All classroom teaching staff plus specialist teachers	Term 1 -Development of individual improvement plans -training for key drivers Term 2 -training for whole school Term 3 -embedding highly reliable teaching strategies into classroom practice linked to coaching and feedback program	All professional learning inside the classroom door  Consistency of teaching and learning structure	Improved staff opinion survey -professional interaction -professional growth -goal congruence -supportive leadership -student motivation
Knowing our students <ul style="list-style-type: none"> <li>• improved transition of information between teachers</li> <li>• data analysis in learning area meetings and at the individual level</li> </ul>	Improved collation of assessment results at the end of 2008 and handed onto new teachers to support the planning for teaching  Data analysis to be a focus of staff and team meetings	All classroom teachers	End of 2008, beginning of the year and ongoing throughout the year	Increased targeted teaching  Increased shared understanding between teams and classes across the school.	

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What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
Increase the consistency of teaching between classrooms	<p>Expansion of the non negotiables for literacy (spelling, reading and writing) and numeracy teaching</p> <p>Teams to plan term planners for literacy (spelling, reading and writing) and numeracy teaching (in particular number and problem solving)</p>	<p>All staff</p> <p>Teachers and information given to parents.</p>	<p>Term 1 staff meetings or professional development days</p> <p>Weekly team meetings</p>	<p>Positively framed teaching and learning across all classrooms</p> <p>More cooperation, communication and consistency throughout the school.</p> <p>High student expectations with effective scaffolded learning</p>	
Improve the culture of all classrooms	<p>Implementation of student wellbeing policy particularly negotiated classroom behaviour management strategies documented and shared with families.</p> <p>Teach the qualities of good learners</p> <p>Student goal setting and articulating their learning-share time at the conclusion of each session-literacy and numeracy.</p>	Teachers, students and parents	Beginning of the year	<p>Safe, happy classrooms with positive behaviour management strategies</p> <p>Negotiated classroom rules to be documented clearly and available to parents at the beginning of the school year.</p> <p>Students more motivated and autonomous as learners</p>	Student opinion in the area of student discipline, classroom behavior and student safety to improve by 10%
Improved communication between home and school	<p>Explicit use of the diaries and homework expectations explained to parents at the beginning of the year.</p> <p>Packages for each class including wellbeing and anti-bullying policy, classroom rules, termly planner, values and positive behavior management strategies</p>	All classroom teachers	Throughout the year	Parents more informed and active in students learning	Improved parent survey results





## Detailed Plans

To ensure the AIP captures the full planning process, the school may wish to provide a summary here of all the detailed plans that support the school's operations and implementation of the Strategic Plan and Annual Implementation Plan. (Eg: P & D Culture Matrix, eLearning Plan, Curriculum Plan.....)

Where detailed plans have been established to support implementation of the strategies outlined in this AIP the school may wish to attach these to the AIP itself.

## **DATA SETS**

- School Percentile Report
- School Level Report
- Other reports as determined by the school – particularly in regard to demonstrating 'Value Add'