

Warringa Park School

5165

Annual Implementation Plan 2009

Based on Strategic Plan 2009 - 2012



Endorsement by School Council	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.	Carol Tymoszek
		Colin Schot
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	
		Colin Schot

		By 2012, all high support needs students within the Middle and Senior School will have an effective form of communication for use in school, home and community environments.	
Student Engagement and Wellbeing	To improve student engagement in learning across all sections of the school	<p>The stimulating learning mean on the Parent Opinion Survey will improve from 6.18 to 6.7</p> <p>The teacher morale mean on the Staff Opinion Survey will improve from 4.90 to 6.7</p> <p>The learning focus mean on the Parent Opinion Survey will improve from 5.76 to 6.2</p> <p>The effective discipline mean on the Staff Opinion Survey will improve from 3.30 to 4.2</p> <p>The student orientation mean on the Staff Opinion Survey will improve from 4.2 to 4.5</p> <p>The student motivation mean on the Staff Opinion Survey will improve</p>	<p>The stimulating learning mean on the Parent Opinion Survey will improve from 6.18 to 6.20</p> <p>The teacher morale mean on the Staff Opinion Survey will improve from 4.90 to 5.00</p> <p>The learning focus mean on the Parent Opinion Survey will improve from 5.76 to 5.80</p> <p>The effective discipline mean on the Staff Opinion Survey will improve from 3.30 to 3.50</p> <p>The student orientation mean on the Staff Opinion Survey will improve from 4.20 to 4.30</p> <p>The student motivation mean on the Staff Opinion Survey will improve</p>

		from 3.40 to 4.5	from 3.40 to 3.50
Student Pathways and Transitions	To improve the transition of students as they move through the school at each year level, and particularly as they move from the early years to the middle years and from middle years to later years.	<p>The transition mean on the Parent Opinion Survey will improve from 5.70 to 6.5</p> <p>The student support group mean will improve from 5.92 to 6.60</p>	<p>The transition mean on the Parent Opinion Survey will improve from 5.70 to 5.80</p> <p>The student support group mean will improve from 5.92 to 6.0</p>

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
Enhance the leadership capacity across the school to support teachers in improving: <ul style="list-style-type: none"> teaching and learning practice capacity to understand and link student assessments with explicit planning and teaching effective assessment, teacher planning and classroom 	The school will be reorganised to increase the time spent on teaching and learning	Timetabling	Leadership Team	Term 4 2008	There is 300 minutes of timetabled instruction time each day
	Literacy blocks introduced in the early and middle years	Formally timetabled budget allocation PD	Leadership Team Team leaders Literacy and Numeracy Coordinators Teaching and Learning Teams	Term 4 2009	Literacy blocks operate in the early and middle years
	Whole school assessment profile is developed and implemented across	Budget for coaching	Leadership Team Team Leaders Assessment Team	Term 4 2009	Entry skills in the Individual Learning Plan (ILP) are written from compulsory

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<p>practice</p> <ul style="list-style-type: none"> their learning environment which is characterised by high expectations for student learning 	<p>the school Train numeracy coordinator</p> <p>Teachers will be coached on setting appropriate learning goals</p> <p>Expert teachers are trained as mentors</p> <p>A planned curriculum documented on a scope and sequence chart(P-8) is being implemented</p> <p>Information and Communication Technology (ICT) is integrated into curriculum to</p>		<p>Learning Coaches</p> <p>Team Leaders Teaching and Learning Team Leaders</p> <p>Team Leaders</p> <p>ICT Coordinator ICT Technician</p>	<p>Term 4 2009</p> <p>Term 4 2009</p> <p>Term 4 2009</p>	<p>testing results in communication, literacy and numeracy so there is baseline data</p> <p>Scope and sequence document for curriculum is used in planning</p> <p>100% of students are achieving 'good or better' progress in literacy and numeracy</p>

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	deliver improved learning outcomes for students				
Consolidate a deep understanding across all stages of learning of the school as to what communication is and how it can be modelled, practised and achieved through best practice applied learning principles	Develop a communication policy to be implemented in 2009	Section budgets	Assistant Principal (Innovation, School Design and Accountability) Speech Pathologists	Term 1 2009	School wide aided language protocols are being used in all classrooms vertical schedules
	Develop school wide protocols for the implementation of aided language teaching strategies	PD Coaching	Speech Pathologists Teachers	Term 4 2008	Aided language is being used by all staff to support students with high needs. Coaches are supporting the achievement of these milestones
	Develop collaborative team protocols	Team meetings	Team Leaders Teaching and Learning teams	Term1 2009	All high support need students are routine users of aided language strategies

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	‘Untangling the Web’ assessment tool to be used throughout the school		Speech Pathologists Teachers		Communication assessment data is used to inform teaching and learning practice
Develop a collaborative team model that involves key stakeholders in writing and implementing Individual Learning Plans.	Learning coaches appointed to support teachers with goal writing and programming especially in communication	Staffing allocation Budget allocation	Learning Coaches Team Leaders Teaching Staff	Term 4 2009	Teaching and Learning teams minutes record shared curriculum planning, goal writing, evaluations and sharing of best practice Expert teachers are providing coaching and mentoring to assigned staff which is linked to their P&D
	A distributed leadership model will be used to strengthen the teams	PD Budget allocation	Leadership Team	Term 4 2008	
	There is training for staff involved in coaching and mentoring		Leadership Team	Term 4 2009	

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	The Performance and Development (P&D) review process is linked to student achievement		Leadership Team Teaching and Learning teams	Term 4 2009	review. A uniform P&D review process is operating across the school using an agreed protocol Customised P&D plans are in operation
Ongoing program development to ensure learning is purposeful and engaging for all students	School Wide Positive Behaviour program introduced A protocol established for the drafting of individual management plans	Budget allocation	Assistant Principal (Student Management & Wellbeing) Team Leaders Assistant Principal (Student Management & Wellbeing)	Term 4 2009 Term1 2009	Positive behaviour team trained in Positive Behaviour Program Induction documentation includes behaviour management recommendations and strategies

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Ongoing program development to ensure learning is purposeful and engaging for all students	Mentoring and coaching across the school in management of students with autism	Engaged play special payment	Assistant Principal (Student Management & Wellbeing)	Term 4 2009	Induction data includes specific teaching strategies for young persons with autism
	Attendance data regularly monitored, analysed and followed up		Assistant Principal (Student Management & Wellbeing) Parent Liaison Officer	Term 1 2009	Documented attendance policy and protocol for follow up of absentees Attendance records show a decrease in non certified absences for staff
	2 nd year of Festival for Healthy Living implemented		Teaching and Learning teams Middle Years Team Leaders	Term 4 2009	Festival for Healthy of Living activities program finale has been presented Performing arts specialist appointed
	Expansion of number of small		Assistant Principal (Student	Term 4 2009	Drumbeat program x 2

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	<p>group wellbeing programs</p> <p>Restoration of junior play areas</p> <p>Attitudes to School student survey will be implemented and data analysed in the middle and later years</p>		<p>Management & Wellbeing)</p> <p>Principal</p> <p>Team Leaders</p>	<p>Term 4 2009</p> <p>Term 4 2009</p>	<p>Leadership program x 3</p> <p>Girls groups x 2</p> <p>Increase number of engaged play programs</p> <p>Attitudes to School data analysed and being used to inform programming</p>

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Implement strategies and actions that ensure a smooth transition of students through the stages of learning	A playgroup will be established as part of the Prep transition Program	Pilot program funding	Assistant Principals Early Years Team Leader Parent Liaison Officer	Term 4 2008	Playgroup established and Preps attend in the transition phase
	Transition meetings between teachers will ensure goals are sequential	Timetabled	Team Leaders	Term 4 2008 Term 1 2009	Transition meetings occur at least twice a year
	Transition booklets will be developed for each stage of learning	Budget allocation	Team Leaders	Term 4 2009	There is a Documented Transition Program for parents of new students which includes Transition Booklets, Timetabled visits and information profiles
	Parent information package revised		Team Leaders Teaching and Learning teams	Term 4 2008	
	A student profile document is being		Team Leaders	Term 4 2009	Electronic profiles are accessible for every

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Implement strategies and actions that ensure a smooth transition of students through the stages of learning	<p>used across the school</p> <p>Formal cross section visits</p> <p>Managed Individual Pathways (MIP) plans are developed for all students over 15 years</p> <p>Investigate and develop a new curriculum and reporting framework for years 9,10 students</p> <p>A competency based curriculum is extended and</p>	<p>PD</p> <p>PD Budget allocation</p>	<p>Team Leaders</p> <p>Later Years Team Leader</p> <p>Expert Teachers Later Years Teaching Staff</p> <p>Later Years Team Leader</p>	<p>Term 4 2009</p> <p>Term 4 2009</p> <p>Term 4 2009</p> <p>Term 4 2009</p>	<p>student on the intranet</p> <p>Students over 15 years and over have a MIP plan</p> <p>The Independent Living Skills program is documented and</p>

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Implement strategies and actions that ensure a smooth transition of students through the stages of learning	<p>implemented for the Independent Living Centre</p> <p>Investigate the possibility of refurbishment of the Independent Living Centre to create an optimal learning environment</p> <p>A school based vocational education program is introduced</p> <p>Consolidate the transition program for years 10 students moving into VCAL</p>	<p>Budget allocation</p> <p>VCAL staff member</p> <p>VCAL funding</p>	<p>Principal</p> <p>VCAL Leading Teacher</p> <p>VCAL Leading Teacher</p>	<p>2009</p> <p>Term 4 2009</p> <p>Term 1 2009</p>	<p>competency based criteria used for reporting nonstudent progress</p> <p>The Vocational Education Program is documented and competency based assessment criteria implemented to assess student progress</p>

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Implement strategies and actions that ensure a smooth transition of students through the stages of learning	The introduction of Vocational Educational Training (VET) Block credit programs that engage students of both genders	Budget allocation	VCAL Leading Teacher	Term 1 2009	Students are accessing more VET modules 100% of students exit the school with a post school option
	The introduction of an off campus program in partnership with St Vinnies accredited organisation is investigated		VCAL Leading Teacher	Term 4 2009	Establishment of VCAL off campus facility
	An On Track data base is implemented to track students once they have left the school		VCAL Leading Teacher	Term 4 2009	On Track data base in place
	Investigate an off campus facility for		VCAL Leading	Term 4 2009	The number of VCAL

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	VCAL		Teacher		students involved in off campus programs has increased from the previous year
Induction	Formal Induction Program, including documented procedures and evaluation	<ul style="list-style-type: none"> • Comprehensive induction program brought up to date • All new teachers participate in a program, including teachers appointed for the beginning of the year and teachers who start during the year. • Initial induction program needs to be consolidated and all 	Leadership team plus co-opt staff member who has done the VIT training.	<p>Refer to induction manual process,</p> <p>NB: Not just new staff; induct old staff into the culture.</p> <p>Revitalised processes e.g. mentoring end of Term 1</p>	Updated program and procedures in place. Induction materials utilised. Mentors feel confident and meet regularly with teachers.

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	VIT Mentoring	<p>parts of it need to be carried out; follow up needs to happen to make sure everything is understood</p> <ul style="list-style-type: none"> • Roles need to be clearly defined during P&D review process and accountabilities defined • PD on role clarity, SSG processes, goal and ILP writing, report writing admin, allied health roles. • Hours of work need clear definition • Introduce a formal mentoring program through: <ol style="list-style-type: none"> 1. Learning coaches 		Monitoring - At end of each term or half-year, so there is a continual reflection.	

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	Program Evaluation	<p>established</p> <ol style="list-style-type: none"> 2. Distributing the leadership across the school and being strategic about where staff are being placed 3. Involve expert teachers in mentoring 4. Strengthening the teams 5. Collaborative teaming structures <ul style="list-style-type: none"> • NB: Need to clarify policies and protocols with staff 			

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Use of multiple sources of feedback	<p>Workshop the Opinion surveys and what they say and mean</p> <p>Workshop all the various kinds of feedback and why they are useful</p> <p>Whole School Assessment Schedule to be developed and introduced</p> <p>Provide each teacher with a graph of the students' learning outcomes in P & D review</p> <p>Strengthen the teams</p>	<ul style="list-style-type: none"> • Protocols and methods of discussing data, easy interaction, sharing data in teaching and learning teams • Teams meet weekly. Allow time for data airing of teaching and learning (in particular relating to numeracy and literacy). 	<p>Section team leaders drive down through the team</p> <p>Leadership to understand how data can help.</p> <p>Staff to give feedback on leadership (14 people min).</p>	<p>Term by term</p>	<p>The profile of parent teacher interviews raised</p> <p>The participation in Parent Opinion survey increased.</p>

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	<p>so that they can give formal peer feedback. Introduce Teacher Focus Plans</p> <p>Teams to give each other reports on goals</p> <p>Identify areas where there is compulsory assessment</p> <p>Electronic student profiles to be completed</p> <p>Student Attitudes to School survey to be completed</p> <p>Rigorous monitoring of attendance data and its implications</p>				

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	<p>Raise the profile of Parent Teacher interviews</p> <p>Increase parent participation in the Parent Opinion survey</p>				
Customised Individual Teacher Development plans	<p>Same proforma to be followed by everyone(structure purpose and monitoring)</p> <p>NB: Does the school support these plans.</p> <p>Do they tie in rationally with</p>	<ul style="list-style-type: none"> • Need for a clear and effective model for professional learning plans. • Strength of the team as part of the process.i.e. brings what you are doing closer to the people who are doing it. Support in non-threatening climate 	Modelled by leadership. i.e. leadership to do own plans and show staff.	By the start of the year	Revitalised approach In place for all teachers and SSO's. Soundly planned.

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	overall strategic planning?	<p>in discussing each teacher's plan.</p> <ul style="list-style-type: none"> • Collegiate sharing of plans. • Designing, implementation, monitoring, evaluation • Utilise distributive model; more devolved process. • Organisational structures, priorities of meetings. 			
Quality professional development	Develop a structured PD process.	<ul style="list-style-type: none"> • Establishment of learning coaches will be facilitated by the 	Leadership team, section leaders,	Ongoing from now	Discernable professional growth in teachers. Improved

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	<p>Collate personal PD plans to suit whole school strategic intent. Work with learning and teaching teams.</p> <p>Utilise the PD resources from within staff</p>	<p>school. Extra assistance sought from region.</p> <ul style="list-style-type: none"> • Much relevant PD occurs on an informal basis. Shared spaces encourage communication about work 	N.B. Collective responsibility.		approaches to teaching and learning. Connect the professional growth of teachers to improved outcomes of students.
Belief by teachers that the school has a Performance and Development Culture	<p>Growth of the teacher from the beginning they walk in the door.</p> <p>Part of ongoing feeling - together they are looking at the improved development of</p>	<ul style="list-style-type: none"> • Remain current and relevant; not to be intimidated by change. • All teachers to value add fantastic teaching skills – literacy, numeracy, communication. • Effective budget 	Everyone i.e. collectively Shared responsibility and accountability.	Ongoing from now	Ensure a culture of reflection, constructive feedback and collaboration demonstrating the links between teacher effectiveness and student outcomes.

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	children arising from teachers' professional growth.	allocation to support strategic priorities			