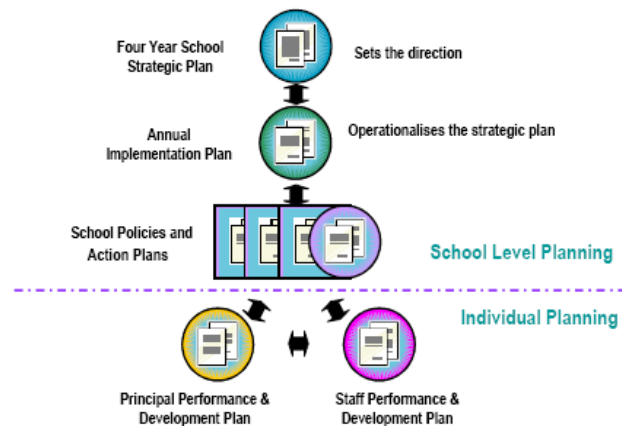


Neerim South Primary School 2009 Annual Implementation Plan

Based on Strategic Plan developed for 2009

Figure 1 – Levels of School Planning



Principal Signature:	_____	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	Date:	_____

Annual Implementation Plan

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do? <i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To strengthen leadership capacity by adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork.</p> <p>(NB Detailed plan attached)</p>	<ul style="list-style-type: none"> Development of mathematics leaders within the school. Establishment of a cooperative partnership between local TaLC schools, in order to develop whole school mathematics plans and assessment schedules. Develop protocols for peer observations. Be supported by the TaLC principals and school leadership to achieve the above goals. 	<p>TaLC Coach: (K.Frost) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J.New) Principal: (J. Prout) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman)</p>	<ul style="list-style-type: none"> TaLC Coach meets with the coordinator and coached teachers tri-weekly and coordinates visits between schools. Principals discuss support for strategy at collegiate meetings once per term. Staff development occurs during 1 curriculum day, 1-2 PD meetings per term and as a permanent item on the agenda at Unit meetings. 	<ul style="list-style-type: none"> Developed leaders with the skills to take on the role of facilitators in 2010, and have evidence of the steps management is taking to support them. Establishment of ILPs for each student, revealing an improved knowledge of school, class and individual level data. Scheduled meetings will have occurred with clearly defined purposes and outcomes. 	<ul style="list-style-type: none"> Development of whole school mathematics plans, common assessment strategies and common language. Staff will be involved in peer observations aiming for three visits per staff member involved. Protocols for peer observation established and staff familiar with them.

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do? <i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To strengthen P&D Culture within the school through the use of multiple sources of feedback to inform teaching and learning, including the use of PoLT surveys and annual performance reviews. (NB Detailed plan attached)</p> <p>Improving feedback is discussed in detail in other sections</p>	<ul style="list-style-type: none"> Build teacher capacity to teach mathematics by providing powerful opportunities for professional growth, using strategies such as collaborative learning projects, shared planning, developing an improved understanding of teaching pedagogy and breadth of curriculum ideas. Teachers working with the TaLC coach will include this in their Performance and Development Plans. 	<p>P&D Culture Coordinator: (J.New) TaLC Coach: (K.Frost) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J.New) Principal: (J. Prout) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman)</p>	<ul style="list-style-type: none"> Building teacher capacity will occur during a curriculum day at the start of the year, during Unit and PD meetings and informal collaboration between staff during the year. Performance plans will be discussed with the principal in Term 1 and reviewed twice during the year. 	<ul style="list-style-type: none"> There will be closer working relationships between staff. For those involved peer collaboration will be part of Performance and Development Plans. Evidence of professional growth will be seen in classroom practice. 	<ul style="list-style-type: none"> Adoption of new ideas as explored at meetings. Performance plans will include documentation of work with the coach and peer collaboration. Every teacher in their Performance and Development Plans targets the students they need to move at or above VELs standards.

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Strengthen and change teacher practice where all teachers accept responsibility and ownership for student achievement; use a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
---	----------------------------------	--------------------------------	------------------------------------	--	--

<p>To strengthen and change teacher practice through improved assessment and curriculum planning, thereby improving our ability to address the students' learning needs, including implementing a whole school plan to improve the teaching of mathematics. (NB Detailed plans attached)</p>	<ul style="list-style-type: none"> Strengthen teacher practice through effective use of modelling, reflection, assessment and planning. TaLC Coach and teachers model new practices to colleagues Refine practice through peer observation; follow up discussions and coaching conversations. Use effective assessment to drive teaching focus and direct strategies and student groupings. 	<p>TaLC Coach: (K.Frost) Mathematics Coordinator and Coached Teachers: (K.Farr, J.New, L.Coleman) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman, R.Young) Unit Leaders:(K.Farr, C.Duncan, L.Coleman) Principal: (J. Prout) Leadership Team: (J.Prout, K.Farr, C.Duncan)</p>	<ul style="list-style-type: none"> Tri-weekly visits with TaLC coach and staff involved. Establishment of peer observation protocols in Term 1. Other aspects are ongoing. 	<p>Professional relationships between staff will be well developed.</p> <ul style="list-style-type: none"> Flexible grouping of students based on student needs as informed by data. Lesson structure to include stating the purpose of the lesson and allow for student reflection. The whole school Mathematics plan to be adhered to and teachers to use common language and assessment strategies. 	<ul style="list-style-type: none"> 75% of chn. At or above expected VELs level as measured by teacher judgment, NAPLAN and On-Demand testing. Teacher/peer documentation and observation protocols. Documented tracking of students as they progress through the school via effective storage and retrieval of data. Evidence in work program of strategies. Establishment of program.
---	---	---	---	---	---

Goal :To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Ensure sustainability, through developing whole school programs and establishing processes for being responsive to student needs, accepting responsibility and ownership for student achievement, using a variety of strategies to identify learning needs and continuing to inform teaching using focussed observations to refine practice and share expertise.

<p>What are we going to do? <i>Do you need:</i></p> <ul style="list-style-type: none"> • <i>To strengthen leadership capacity to support this strategy's implementation?</i> • <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> • <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To ensure sustainability of these strategies.</p>	<ul style="list-style-type: none"> • Support Mathematics Coordinator and team to manage and implement program. • Continue to use meeting schedule to promote and sustain teacher knowledge and practices. • Maintain structures to allow for peer observations. • Continue to build moderation/reflection/observation and analysis of data into teacher practice. • Maintain whole school PD to ensure we continue to 'grow together'. 	<p>Unit Leaders:(K.Farr, C.Duncan, L.Coleman) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J.New) Principal: (J. Prout) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Leadership Team: (J.Prout, K.Farr, C.Duncan)</p>	<ul style="list-style-type: none"> • During selected staff, PD and as a permanent item on the Unit meeting agenda. 	<ul style="list-style-type: none"> • Above practices maintained. • Observations, planning, and use of assessment to inform teaching, flexible groupings, explicit teachings and knowledge of effective program planning, are embedded aspects of teaching. It can only happen of course, if we haven't exhausted teachers to the point of career change by this point! 	<ul style="list-style-type: none"> • Improved practice and whole school understandings will be reflected in improved mathematical outcomes. • Whole school Mathematics Curriculum documentation will be completed. • Record of peer observations, collaboration and PD.

Goal: To improve student outcomes in spelling P-6.

Key Improvement Strategy: Support the implementation of the NSPS spelling program through the delivery of well planned spelling sessions with clear learning foci, accepting responsibility and ownership for student achievement, using a variety of strategies to identify learning needs and continuing to inform teaching using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <p><i>To strengthen/change teacher practice to support this strategy's implementation?</i></p>	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To support teachers to continue to refine their knowledge and practice to the point they can plan and conduct purposeful sequences of lessons which improve children's spelling skills.</p>	<p>Provide lesson structures which promote explicit teaching and statement of goals for each session, as well as opportunities for revision and application of knowledge, while continuing to build electronic resources on the shared drive.</p>	<p>The Spelling Team, (C.Duncan, L.Hand, P.Vickerman and H.Collins) PD Coordinator, (C.Duncan) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Unit Leaders, K.Farr, C. Duncan and L.Coleman</p>	<ul style="list-style-type: none"> Spelling Team meet twice per term, planning PD for the staff and considering ways of addressing issues raised by staff. PD Coordinator liaises with Spelling Team re PD needs. Staff and Unit leaders involved through, PD and fortnightly Unit meetings. 	<ul style="list-style-type: none"> NSPS spelling program will be refined as teachers provide feedback to make the program more relevant to their needs. Staff members contribute their knowledge and practice during in-house PD. Lesson plans will state and support the achievement of learning outcomes. Children are spelling more correctly in their own written work. 	<ul style="list-style-type: none"> Outcomes as measured in the South Australian Spelling Test improve by 5% e.g. (10.5 months growth in a 10 month period). Greater percentage of children able to spell the 100 & 200 most used words correctly. Analysis of student writing shows transfer of increasingly accurate spelling to written work.

Goal: To improve student outcomes in spelling P-6.

Key Improvement Strategy: Support the implementation of the NSPS spelling program through the delivery of well planned spelling sessions with clear learning foci, accepting responsibility and ownership for student achievement, using a variety of strategies to identify learning needs and continuing to inform teaching using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <p><i>To strengthen/change teacher practice to support this strategy's implementation?</i></p>	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>Develop a system of accountability which ensures we are all contributing to a spelling program which builds children's skills from P-6.</p>	<ul style="list-style-type: none"> Discuss at a committee, unit and staff level, a range of ways this may be achieved. Commit to strategy/s seen as valuable e.g. shared planning and reviews of lessons, evidence in work programs, peer observations and feedback on agreed criteria. Follow progress through the Leadership Team. 	<p>The Spelling Team, (C.Duncan, L.Hand, P.Vickerman and H.Collins) PD Coordinator, (C.Duncan) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Unit Leaders, (K.Farr, C. Duncan and L.Coleman) Leadership Team, (J.Prout, K.Farr C.Duncan)</p>	<ul style="list-style-type: none"> During Spelling Team meetings, twice per term. Within the fortnightly staff/unit meeting structure. During Leadership meetings as a permanent item on the agenda. During voluntary peer observation sessions. 	<ul style="list-style-type: none"> Demonstrated in planning documents. Evident in routines and structures the teachers use, as well as teacher and student talk during the introduction body and conclusion of a session. 	<ul style="list-style-type: none"> As listed in previous section. Teachers will have demonstrated accountability in the ways agreed upon at the start of the year.

Goal: To improve student motivation and safety

Key Improvement Strategy: Develop a safe student-centred learning environment in which students strive to do their best.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To increase the students' opportunities to provide quality information to the organization about their attitudes to school, especially in the 5/6 area. We want to know what the children are actually thinking and feeling.</p>	<ul style="list-style-type: none"> • Student forums led by independent facilitators in the 5/6 area, (School Chaplain, Peter Cavanagh and West Gippsland Network Social Worker, Leota Cole) with the information fed back to the whole staff for further discussion. • Teachers who choose to may make use of PoLT student attitude surveys. • Analysis of student attitudes to school surveys. • Student response to rubrics re motivation. 	<p>Principal (J.Prout) and Chaplain (P.Cavanagh) Social Worker (Leota Cole) Students (especially those in the 5/6 area) PoLT coordinator (J.New) Staff (R.Young, L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman)</p>	<ul style="list-style-type: none"> • Forums held during Term One. • PoLT Surveys undertaken in Term Three. • Attitudes to School survey undertaken in Term Three, with results available at a later date. 	<ul style="list-style-type: none"> • The school will have more comprehensive data to better consider the implications of students' attitudes to school, especially in the area of student motivation and engagement. • Members of staff will have worked as a whole, then in small teams, to devise a rubric on student motivation at each level. 	<ul style="list-style-type: none"> • For student motivation to be in the third quartile in the attitudes to school survey. • Individual teachers have access to their PoLT data. • For us to have access to a wider range of data to call on to promote effective discussion in this area. The data we end up collecting may be dependent on our discussions with the facilitators.

Goal: To improve student motivation and safety

Key Improvement Strategy: Develop a safe student-centred learning environment in which students strive to do their best.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To strengthen staff knowledge of the 'stimulating and secure learning environment' component of the Effective Schools Model.</p>	<ul style="list-style-type: none"> Leadership to study the strategy and report to staff. Staff members develop their knowledge through activities, discussion and reflection. In-house presenters of PD and unit leaders draw links to a 'stimulating and secure learning environment'. For all teachers to understand the potential of electronic whiteboards as a powerful teaching tool. 	<p>PD Coordinator, (C.Duncan) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Unit Leaders, (K.Farr, C. Duncan and L.Coleman) Leadership Team, (J.Prout, K.Farr C.Duncan) e-Learning Committee (H.Collins and L.Hand)</p>	<ul style="list-style-type: none"> Leadership presentation in first term. Ongoing commitment to linking this issue to PD throughout the year. Ongoing sharing of electronic whiteboard strategies and resources within and between unit teams. 	<ul style="list-style-type: none"> Staff will be familiar with the topic and be able to articulate its implications in light of their own practice and observations of students. Issues covered by this strategy will be part of discussions chiefly through Leadership, Unit and staff meetings. Growth in teacher knowledge of using ICT (especially electronic whiteboards) to motivate students and provide authentic learning opportunities. 	<ul style="list-style-type: none"> Increase students' perception of working in a 'stimulating and secure learning environment' component of the Attitude to School survey into the third quartile. Evidence of improving understanding of key issues will be demonstrated in minutes of Unit, staff and Leadership meetings. Effective use of electronic whiteboards as a powerful, student centred learning tool.

<p>Goal: Improve transitions throughout the school.</p> <p>Key Improvement Strategy: Improve transitions through the use of whole school plans and targeting the kinder to school transition</p>					
<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To strengthen structures within the school to support the smooth transition of students.</p>	<ul style="list-style-type: none"> Continue to develop whole school plans in Numeracy and Spelling Devise a plan for homework across the school, developing students' organizational skills. Participate in the Baw Baw Shire Transition program. Enhance collection and retrieval of data across the school. Careful tracking of students at risk. 	<p>Principal (J.Prout) P-1 Staff (H.Collins, K.Farr) Parents on transition committee (Yet to be named) Staff (R.Young, L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Unit Leaders (L.Coleman, J.New, C.Duncan)</p>	<ul style="list-style-type: none"> Plans developed throughout the year. Homework plan in Term Two through the unit teams. Work with the shire throughout the year. Jennie and Lynn to work on system of data collection, ongoing. Unit Leaders to ensure the teachers in their teams have updated student records ready to hand on to the next teacher, by the end of the year. 	<ul style="list-style-type: none"> Teachers will be following a consistent, sequential program in mathematics and spelling. Students' progress will be carefully monitored to better inform teaching. Students will be meeting clear organizational expectations in terms of their homework. Transition processes will have been refined in light of work with the Baw Baw Shire team. 	<ul style="list-style-type: none"> The school will have more comprehensive system to collect data over time, and track children through the school. Homework plan completed. Whole school spelling and mathematics plans completed. Kinder to school transition will better suit the needs of the students

Goal: To embed effective literacy strategies, as promoted through the ‘Gippsland Literacy Improvement Strategy’

Key Improvement Strategy: To promote understanding and development of skills in the teaching of literacy where everyone accepts responsibility and ownership for student achievement uses a variety of strategies to identify learning needs and inform their teaching and uses focused observations and feedback to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy’s implementation?</i> <i>To strengthen/change school P&D culture to support this strategy’s implementation?</i> <i>To strengthen/change teacher practice to support this strategy’s implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To refine and sustain teacher practice to better meet the learning needs of students in reading (and then writing), in the middle unit of the school.</p> <p>To keep teachers in the junior and senior units of the school informed of the practices we use and the rationale behind them, aimed at embedding practice across the school.</p>	<ul style="list-style-type: none"> Enhance collection and retrieval of data across the school, highlighting the use of data to inform teaching. Careful tracking of, and planning for, students at risk. Through timetabled “fish bowling” sessions, with time for reflection and clarification of ideas with the Literacy coordinator. Whole staff PD. Develop specific strategies to target identified needs (P-2). 	<p>Principal (J.Prout) 2-4 Staff (C.Duncan, E.Hick and L.Hand) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Unit Leaders (L.Coleman, J.New, C.Duncan) PD Coordinator (C.Duncan)</p>	<ul style="list-style-type: none"> Through weekly sessions where Erin Hick observes Lynn Hand’s practice and clarifies her ideas/ understandings with Chris Duncan. Discussing of reading, in terms of assessed student needs, as a permanent item on each unit’s agenda. Four items per term at staff or PD meetings address this topic. 	<ul style="list-style-type: none"> Consistent approach to conducting PM Benchmarking. Students developing sophisticated independent reading skills (including skills such as visualization, identifying themes, making connections, making judgments based on evidence) and linking information across a text. Changed teacher practice, which supports development of student skills. 	<ul style="list-style-type: none"> Improved comprehension, beyond the literal when analyzing grade 5 NAPLAN data. Evidence of teacher learning in PD and Unit Meeting minutes. More consistent judgments in literacy across the school, teachers can explain to other teachers what they believe their students need to know to move on.

Detailed Plans for Mathematic Strategies

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To strengthen leadership capacity by adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork.</p>	<p>Use Professional Development meetings/staff meetings to facilitate opportunities for coach and others to present new initiatives.</p>	<p>Teaching staff led by Mathematics coordinator (K.Farr) and TaLC coach (K.Frost) in discussion with PD coordinator (C.Duncan)</p>	<p>During selected Professional Development meetings, (one in terms 1 and 3, two in terms 2 and 4), staff meetings and as a permanent item on Unit meeting agendas.</p>	<p>Reflected in meeting agendas and minutes with accurate records taken and supporting documentation kept. This will be stored on the school's shared Y drive and a paper record in staffroom files.</p>	<p>Documentary evidence that the meeting schedule has been adhered to, detailed minutes taken and accessible to all staff. This is the responsibility of the PD coordinator (C.Duncan)</p>
	<p>Principals' Collegiate Group will share ideas re school organization to support the strategy.</p>	<p>The principals of Neerim South Primary, (J.Prout), Buln Buln Primary and Warragul North</p>	<p>Once per term, schedule to be established.</p>	<p>Principals have met and provided time/structures within/between their schools to support the strategy and release teachers to meet as a staff and cluster, allowing collaboration to establish whole school</p>	

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
				<p>Mathematics Plans.</p>	
	<p>Leadership Team</p>	<p>Principal, (J.Prout) & Unit Leaders, (K.Farr & C.Duncan)</p>	<p>Permanent item on fortnightly agenda, led by Mathematics Coordinator, (K.Farr).</p>	<p>Improved Leadership knowledge of the key issues and requirements, Unit leaders are members of the leadership team and will bring this knowledge and understandings to their teams, through meetings and work in general.</p>	<p>Unit/Leadership minutes.</p>

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
	<p>Ongoing discussions between TaLC Coach (K.Frost), Mathematics Coordinator (K.Farr) and coached teachers, (Leanne Coleman, J.New).</p>	<p>TaLC Coach (K.Frost), Mathematics Coordinator (K.Farr) and coached teachers, (Leanne Coleman).</p>	<p>During TaLC coach's tri-weekly visits.</p>	<p>Staff directly involved will determine.</p>	
	<p>Provide coached teachers, (Leanne Coleman) and Mathematics Coordinator, (Kirsti Farr) with time to work together across the school/cluster in a coaching and mentoring capacity.</p>	<p>Coached teachers from Warragul North, Buln Buln and Neerim South supported by the principal, Jennie Prout</p>	<p>As negotiated by TaLC Coach, possibly once per term.</p>	<p>Scheduled meetings will have occurred, and had a clearly defined purpose and outcome.</p>	<p>Development of whole school mathematics plans, common assessment strategies and common language.</p>
	<p>Develop and implement knowledge and protocols for collegiate</p>	<p>Principal (J.Prout), PD Coordinator (Chris Duncan) and TaLC</p>	<p>Established in term one, during a PD Meeting and follow up</p>	<p>Protocols documented and staff familiar with them.</p>	<p>Staff will be involved in peer observations using the protocols, aiming for</p>

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
	<p>visits and provide a forum for feedback sessions. Principal, (J.Prout), PD Coordinator, (Chris Duncan) to oversee the development and implementation of protocols e.g. timetables, release of teachers etc.</p>	<p>Coordinator (K.Frost)</p>	<p>staff meetings if necessary.</p>		<p>three observations per staff member involved.</p>

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
	<p>Development of Mathematics leaders to lead the implementation of selected VELs domains and dimensions across the school. Nominated leaders to work with the coach in 2009 with a view to facilitating in 2010.</p>	<p>Nominated Leaders not yet determined, but probably, Mathematics Coordinator (Kirsti Farr), VELs Coordinator (Leanne Coleman)</p>	<p>Throughout the year, leaders nominated in Term One.</p>	<p>Leaders skilled enough to take over the role of TaLC coach in 2010. School Mathematics program and assessment practices established.</p>	<p>Development of whole school mathematics plans, assessment strategies and common language.</p>
	<p>Collaborative partnership between Neerim South Primary and Warragul North Primary to develop whole school mathematics plan.</p>	<p>Mathematics Coordinator (K.Farr), TaLC Coach (K.Frost) and Warragul North Coordinator</p>	<p>Throughout year, initial contact between schools in Term One.</p>	<p>Regular collaboration between staff involved</p>	
	<p>Mathematics Team Leaders to</p>	<p>Mathematics and Unit Leaders (K.Farr,</p>	<p>Assessments as scheduled, discussion</p>	<p>Establishment of ILPs, teachers have improved</p>	<p>Development of whole school mathematics</p>

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
	<p>coordinate assessment schedules and use of data generated</p>	<p>L.Coleman and C.Duncan)</p>	<p>throughout the year</p>	<p>knowledge of school, class and individual level data.</p>	<p>plans, assessment strategies and common language.</p>

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To strengthen P&D Culture within the school through the use of multiple sources of feedback to inform teaching and learning, including the use of PoLT surveys and annual performance reviews.</p> <p>Improving feedback is discussed in detail in other sections</p>	<ul style="list-style-type: none"> Build teacher capacity to teach mathematics by providing powerful opportunities for professional growth, using strategies such as collaborative learning projects, shared planning, developing an improved understanding of teaching pedagogy and breadth of curriculum ideas. Teachers working with the TaLC coach will include this in their Performance and Development Plans 	<p>P&D Culture Coordinator: (J.New) TaLC Coach: (K.Frost) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J. New) Principal: (J. Prout) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman)</p>	<ul style="list-style-type: none"> Building teacher capacity will occur during a curriculum day at the start of the year, during Unit and PD meetings and informal collaboration between staff during the year. Performance plans will be discussed with the principal in Term 1 and reviewed twice during the year. 	<ul style="list-style-type: none"> There will be closer working relationships between staff. For those involved peer collaboration will be part of Performance and Development Plans. Evidence of professional growth will be seen in classroom practice. 	<p>Adoption of new ideas as explored at meetings. Performance plans will include documentation of work with the coach and peer collaboration</p>

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To strengthen and change teacher practice through improved assessment and curriculum planning, thereby improving our ability to address the students' learning needs, including implementing a</p>	<p>Modelling</p> <ul style="list-style-type: none"> TALC Coach to model new teaching strategies to coached staff. Teachers model new practices to other colleagues. 	<p>TaLC Coach: (K.Frost) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J.New) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman)</p>	<ul style="list-style-type: none"> Tri-weekly visits with TaLC coach and staff involved. 	<p>Professional relationships between staff will be well developed. Teachers will develop a common language and curriculum understandings across the school.</p>	

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>whole school plan to improve the teaching of mathematics.</p>	<p>Reflection</p> <ul style="list-style-type: none"> Develop reflective practice through coaching conversations and the coaching cycle. Ensure dedicated time is available for reflection after coach/peer observation sessions. Use established protocols to inform reflection 	<p>TaLC Coach: (K.Frost) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J.New) Principal: (J. Prout) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman, R.Young)</p>	<p>Establishment of protocols in Term 1 Other aspects are ongoing.</p>	<p>Professional relationships across the school will be well developed.</p>	<p>Completion of teacher/peer reflection sheets and observation protocols, including ways of tracking this across the school.</p>

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
	<p>Assessment and Planning</p> <ul style="list-style-type: none"> Use assessment to drive teaching focus within and across the TaLC schools Use DEECD documents in planning and assessment Development of teacher skill in using strategies to address a specific focus e.g. number. 	<p>TaLC Coach: (K.Frost) Unit Leaders:(K.Farr, C.Duncan, L.Coleman) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J.New) Principal: (J. Prout) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Leadership Team: (J.Prout, K.Farr, C.Duncan)</p>	<ul style="list-style-type: none"> Ongoing throughout the year. 	<ul style="list-style-type: none"> Flexible grouping of students based on student needs as informed by data. Use of student reflection strategies, requiring students to articulate the strategies they use to solve problems. Lesson structure to include the articulation of the purpose of the lesson and reflection time at the end. The whole school Mathematics plan to be adhered to and teachers using common language and assessment strategies. 	<ul style="list-style-type: none"> Documented tracking of students as they progress through the school via effective storage and retrieval of VELS and NAPLAN, Multiplicative Thinking and On demand. Development of whole school Mathematics Plans, common assessment and common language. Teaching focus documented in work program, displayed in room and shared with students to make teaching more explicit. Documentation of teaching strategies in

Goal : To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy: Adopting a whole school approach to implementing change through distributed leadership and enhanced teamwork, where everyone accepts responsibility and ownership for student achievement, uses a variety of strategies to identify learning needs and inform their teaching, using focussed observations to refine practice and share expertise.

<p>What are we going to do?</p> <p><i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
				<ul style="list-style-type: none"> Teachers will be able to articulate a broader range of numeracy strategies and articulate the use of DEECD documents. 	<p>teachers' work programs to demonstrate acquisition of new skills.</p> <ul style="list-style-type: none"> Growth in students' skills and attitude as shown in school data., VELs, NAPLAN , <i>Multiplicative thinking? On demand? Etc Attitude to school data-which bit?</i>

Goal :To improve student outcomes in Mathematics from P-6.

Key Improvement Strategy (informed by your AIP/SP self evaluation and most recent data):

Is a detailed plan required to assist implementation of this improvement strategy within your school – Yes/No

<p>What are we going to do? <i>Do you need:</i></p> <ul style="list-style-type: none"> <i>To strengthen leadership capacity to support this strategy's implementation?</i> <i>To strengthen/change school P&D culture to support this strategy's implementation?</i> <i>To strengthen/change teacher practice to support this strategy's implementation?</i> 	<p>How will we do it?</p>	<p>Who is involved?</p>	<p>When will it happen?</p>	<p>What will look different if we have been successful? (Changes in practice/behaviour)</p>	<p>What targets have we set & what evidence will we use to determine whether we have been successful?</p>
<p>To ensure sustainability of these strategies to improve student learning outcomes in Mathematics P-6 beyond 2009.</p>	<ul style="list-style-type: none"> Support Mathematics Coordinator and team to manage and implement program. Continue to use meeting schedule to promote and sustain teacher knowledge and practices. Maintain structures to allow for peer observations Continue to build moderation/reflection/observation and analysis of data into teacher practice. Maintain whole school PD to ensure we continue to 'grow together'. 	<p>Unit Leaders:(K.Farr, C.Duncan, L.Coleman) Mathematics Coordinator and Coached Teachers: (K.Farr, L.Coleman, J.New) Principal: (J. Prout) Staff (L.Coleman, J.New, K.Farr, H.Collins, L.Hand, C.Duncan, E.Hick, P.Vickerman) Leadership Team: (J.Prout, K.Farr, C.Duncan)</p>	<ul style="list-style-type: none"> During selected staff PD and as a permanent item on the Unit meeting agenda. 	<ul style="list-style-type: none"> Above practices maintained. Observations, planning, and use of assessment to inform teaching, flexible groupings, explicit teachings, knowledge of effective program planning, are embedded aspects of our teaching. It can only happen of course, if we haven't exhausted teachers to the point of career change by this point! 	<ul style="list-style-type: none"> Improved practice and whole school understandings will be reflected in students' Mathematical performance. <i>To what degree, in what areas measured how?</i> Mathematics Curriculum documentation devised. Record of peer observations, collaboration and professional development.