

# Meadowbank Primary School

## No. 5452

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### Annual Implementation Plan 2008



<b>Endorsement by School Council</b>	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.	✓
<b>Endorsement by Regional Director (or nominee)</b>	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	

## 2008 Meadowbank Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	To improve and maximise student performance in Literacy and Numeracy and Info Technology To improve the consistency of teaching, learning and assessment practices P-6	By the end of the extended Charter period a range of measures will indicate that the school is at the like school benchmark for all aspects of English and Mathematics.	By the end of the Year the range of measures will indicate that the matched school cohort is at the like school benchmarks for all aspects of English and Mathematics.
<b>Student Engagement and Wellbeing</b>	Improve Student Safety and Classroom Behaviour Improve School Attendance Improve Teaching Learning Support Programs	By the end of the extended Charter period average absence will be within middle 50% of the like school group at all year levels. Scores for the staff survey to be will be above the Like Schools mean.	By the end of the year the average absence will be within middle 50% of the like school group at all year levels (max 14 days average per student). Student Distress and Classroom Behaviour will be in the developing range in all Surveys
<b>Student Pathways and Transitions</b>	Improve transitions program with local kindergartens, preschools and secondary college.	By the end of the extended Charter period the enrolments will match or better our kindergartens intake the previous year. Parent, staff and student surveys will indicate improved perceptions of teaching at the school	By the end of the year the enrolments will match or better our kindergartens intake the previous year (minimum 25 students)
<b>Broadmeadows Regeneration</b>	Design of new school at Gerbert Street Merger Equity Development of curriculum & teacher practice models	Detailed design October 2008 Merger plan June 2008 To develop School Literacy, Numeracy Strategy Plan.	Schematic design August 2008 Merger plan June 2008 Development of curriculum and teacher practice models and other initiatives for all 17 schools in BSRP
<b>Equity Funding</b>	To improve and maximise student performance for students from disadvantaged situations, such as ESL, mobility, social, emotional and family difficulties.	By the end of the extended Charter period a range of measures will indicate that students from disadvantaged situations will be at the like school benchmark for all aspects of English and Mathematics.	By the end of the Year the range of measures will indicate that various disadvantaged groups will be at or just below like school benchmarks for all aspects of English and Mathematics.

# 2008 Meadowbank Implementation Plan

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, budget, equipment, IT, learning time, learning space	Who responsibility for implementation	When the date for completion	Achievement Milestones the measures/indicators that describe success
<b>STUDENT ACHIEVEMENT</b>					
Improving Specific Literacy Strategies	<p>Improving Literacy Strategies</p> <ul style="list-style-type: none"> <li>• Best practices in grade</li> <li>• Review school program/policy</li> <li>• Writing and Spelling Strategies and practices P-6.</li> </ul> <p>Visiting 0.5 Literacy Specialist Helen Bender</p> <ul style="list-style-type: none"> <li>• Grade 5/6 focus</li> <li>• Best practices in grade</li> <li>• Assessment/data collection</li> <li>• Learning Walks</li> </ul> <p>Assessment and Reporting Strategies</p> <ul style="list-style-type: none"> <li>• Build upon Intervention program</li> <li>• Need to set realistic improvement targets</li> <li>• Review school monitoring</li> <li>• Whole school assessment strategies and moderation</li> <li>• Reading Recovery/ESL</li> <li>• Teacher's to monitor 'at risk' students</li> </ul> <p>Home Reading Program</p> <ul style="list-style-type: none"> <li>• Purchase more take home readers</li> </ul> <p>Guided Readers to be sent home</p>	<p>Improving Literacy Strategies</p> <ul style="list-style-type: none"> <li>• Research and draft 'Spelling and Writing' practises and program P—6 approach</li> <li>• Literacy Specialist to work in classes to develop best practice.</li> <li>• Student Learning Diaries</li> </ul> <p>Review procedures ( student data / best practices)</p> <ul style="list-style-type: none"> <li>• Specialist to work in 5/6 grades – model</li> <li>• Work with committee- best practises P—6 approach (program/policy)</li> <li>• Curriculum Group</li> <li>• Student Learning Diaries</li> <li>• Action Zones targeting</li> </ul> <p>Teachers given responsibility to monitor and continue to develop in 'home reading program'</p> <p>School Expectations outlined in Parent Information booklet, information days and newsletters</p>	<p>English/Area Committees and Consultant</p> <p>Literacy Specialist</p> <p>Assessment and Reporting Committees</p>	<p>Started 2007 Ongoing</p> <p>Start 2008 Ongoing</p> <p>Start 2008 Ongoing</p>	<p><u>DATA RESULTS</u> Improvement in all data</p> <ul style="list-style-type: none"> <li>• AIM 2008</li> <li>• Whole School evaluation</li> <li>• SLR</li> </ul> <p><u>SURVEYS</u> students reading at home</p> <p><u>DATA RESULTS</u> Improvement in all data</p> <ul style="list-style-type: none"> <li>• AIM 2008</li> <li>• School evaluation</li> <li>• Student Surveys</li> </ul> <p><u>SCHOOL TARGETS</u> Evidence of teachers using enhanced writing and spelling strategies Evidence of team planning for assessment ILIP to tackle performance of all students</p>
Improving Numeracy Standards	Continue to develop a whole school approach to numeracy	Continue with the work 'numeracy consultant "Sue Fine" started in 2007.	Numeracy /Area Committees	Term 1 Ongoing	<p><u>DATA RESULTS</u> Improvement in all data</p> <ul style="list-style-type: none"> <li>• AIM 2008</li> </ul>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> the people, budget, equipment, IT, learning time, learning space	<b>Who</b> responsibility for implementation	<b>When</b> the date for completion	<b>Achievement Milestones</b> the measures/indicators that describe success
	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Reviewing policy/program</li> <li>• Assessment &amp; reporting</li> <li>• Tracking of student progress</li> </ul>	Continue to implement strategies shared in 2007 <ul style="list-style-type: none"> <li>• Provide PD sessions with whole school in continuing to develop a program / policy</li> <li>• Provide opportunity to mentor peers (model best practises)</li> </ul>		Term 2 Term 3 Ongoing	<ul style="list-style-type: none"> <li>• School evaluation</li> <li>• SLR</li> </ul> <u>SURVEYS/FEEDBACK</u> <ul style="list-style-type: none"> <li>• Student/Teacher Evidence in planning documents of shared strategies and mentoring Numeracy Growth Points ILIP to track performance of all students</li> </ul>
Continue to develop and implement 'Teaching and Learning' focuses on thinking tools that cater for individuals learning needs and negotiated work contracts	Consistent teaching and learning classroom practices P-6 <ul style="list-style-type: none"> <li>• School, staff and student PD plans</li> <li>• Innovations and Excellence Cluster</li> <li>• Quality Education</li> <li>• IDEAS</li> </ul>	Staff PD Year start Program Code of Cooperation Continual Implementation of Quality Tools for Learning Styles Involvement with Campmeadows PS in NMR IDEAS program Use of IDEAS facilitators to assist with the development of common beliefs and teaching and learning approaches between Campmeadows and Meadowbank...	Section/Area Committees  Leadership Group	Ongoing	Leadership Team <ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Parent Surveys</li> <li>• Teacher Surveys</li> <li>• Classroom practice to show use of thinking tools</li> </ul>
<b>STUDENT WELLBEING</b>					
<b>Improve Student Safety and Classroom Behaviour</b>	Whole School PDSA with students, teachers, parents and wider community Investigating; Audit of Student Connectedness Data  Implement use of RISC program  Involving the School Community in projects to enhance connectedness Student Safety within the Community	<u>Gather Data</u> Survey students, teachers, parents and wider community about;  School recording Processes – RISC  <u>Community Projects</u> After School Activities      Broad. Action Team Hume Council                      Community for Kids Safety House                        Safety Kids	Leadership Team Section/Area Committees  Student Welfare and Personal Development Teacher	Ongoing	Teachers to monitor attendance and engagement  <u>SCHOOL TARGETS</u> Targets to be established Reduce students at distress and improve student safety and classroom behaviour

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<b>Student Leadership / Welfare</b>  Increase student leadership Physical Environment	Reducing School Litter  Sustainable School Program  Student Information Booklet	Surveyed students and collected data To design a term by term positive approach strategy to reward appropriate behaviour, such as a weekly raffle for those who pick up litter.	JSC of 2008	Elected Term 1 Program to start Term 2	Students looking after their own environment  Attitudes to School Surveys
<b>Improving School Attendance</b>  Ongoing attention to developing a culture within the school community that regular attendance at school is the key to academic progress	Continue 2007 strategies <ul style="list-style-type: none"> <li>Distribute information about the impact of attendance on student learning</li> <li>The student code of conduct reflects strategies to deal with absenteeism and engagement</li> <li>Ongoing PD Staff and community</li> <li>Develop and implement a school productive play program for recess and lunch time.</li> <li>Develop consistent approaches to student discipline</li> </ul>	<ul style="list-style-type: none"> <li>Maintain regular contact with parents re attendance</li> <li>Parent Information booklet and newsletters</li> <li>Whole school approach, the school has an integrated program which addresses identified risk factors such as harassment, bullying, anger management and grief and loss.</li> </ul> Community Project <ul style="list-style-type: none"> <li>Our resources</li> <li>Reduce, Rethink, Recycle, and Reuse</li> </ul> Student Leadership Group <ul style="list-style-type: none"> <li>The student code of conduct reflects strategies to deal with student welfare.</li> <li>Look at existing programs, You Can Do It, Drug Education, Life Education and Scope and Sequence</li> </ul>	Welfare Team School Absenteeism Office And Leadership Team  Caroline Wilkins	Ongoing	.
<b>Teaching Learning Support Programs</b>	Review effectiveness of support Programs Combine support programs under a 'Meadow Kids' – to meet our school needs		Section/Area Committees Welfare Team		
<b>STUDENT PATHWAYS and TRANSITIONS</b>					
<b>Transitions Programs K-P, 4-5 and 6-7</b>	Review transitions program with local kindergartens, preschools and	Clarification of staff roles and responsibilities	School leadership		

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Transitions program with local kindergartens, preschools and secondary college.	secondary schools and develop a program of a joint activities  Establish and promote marketing plan Establish Parent Information Sessions and programs for the community.	Review transitions activities program  Further develop relationships with local preschools / kindergartens and secondary schools  Developmental Play Group Bilingual Language (storytelling) Program Parent 3 and 4 playgroup Preschool Programs	School Council And Transition Coordinators		Increased School Enrolments  Involvement of Prep and Grade 6 teachers in transition program.
<b>BROADMEADOWS REGENERATION</b>					
<b>New facilities</b>	Design and planning of new school at Gerbert Street	Working with Campmeadows PS, Meadowbank PS and architects to develop a masterplan - schematic design & detailed design	School leadership team and School Council	Masterplan May 2008  Schematic design August 2008  Detailed design October 2008	Each stage approved by School Councils of both schools and DoE central office
<b>Merger</b>	Development of merger plan (i.e. plan of what has to be done, when and by whom to implement the merger successfully) and provide recommendation to Regional Director on when merger should occur	Working with both councils, school communities, neighbouring schools and with support provided by Regional Office.	School leadership team and School Council	Merger plan June 2008  Merger recommend. June 2008	Merger plan and recommendation approved by school councils and Regional Director
<b>Development of curriculum &amp; teacher practice models</b>	Development of curriculum and teacher practice models and other initiatives for all 17 schools in BSRP	Actively participate in BSRP leadership group, working parties etc	School leadership team	To be determined during term 2 2008	To be determined during Term 2 2008

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<b>EQUITY FUNDING</b>					
<b>Equity Funding</b>	<p>English as a Second Language</p> <p>Middle Years Equity</p> <p>Mobility</p> <p>Programs for Students with Disabilities and Disadvantages</p> <p>Student Family Occupation</p>	<p>ESL Teacher and Aide Support Teachers (SSOs) Professional Development for Whole Staff (Teaching and Learning Strategies with ESL Students)</p> <p>Middle Years Support Teacher for At Risk (gifted and disadvantaged) Professional Development such Habits of the Mind, Literacy Circles and Deeper Learning and Thinking Aide Support Teachers for at risk programs such as Bridges Numeracy and Making a Difference Student Leadership and Students Self Evaluation</p> <p>Attendance Officer Employed to liaise between school and home</p> <p>Student Welfare Teacher Integration Teacher 8 (fulltime/part time) SSOs to support Student with Disabilities Program and Disadvantages</p> <p>Social and Personal Development Teacher for disconnected students Training Teacher to design programs to assist disconnected students Implement a range of programs to assist disconnected students to;</p> <ul style="list-style-type: none"> <li>connect students with their learning</li> </ul>	<p>School Leadership with Whole School Approach</p> <p>School leadership team and School Council</p> <p>School Leadership with Attendance Officer</p> <p>Student Welfare Committee</p> <p>Social and Personal Development Teacher with Student Welfare Committee</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p><u>DATA RESULTS</u> Improvement in all data</p> <ul style="list-style-type: none"> <li>AIM 2008</li> <li>School self evaluation</li> <li>SLR</li> </ul> <p><u>SURVEYS/FEEDBACK</u> <u>School and DET Developed</u></p> <ul style="list-style-type: none"> <li>Parent</li> <li>Student</li> <li>Teacher</li> </ul>

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		<ul style="list-style-type: none"> <li>• develop a sense belonging</li> <li>• develop a sense of self</li> </ul>			