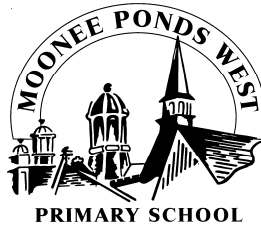


Moonee Ponds West PS

01-2901

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2007-2010)



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.	✓
		Anthony Hilton (Principal) March 2009
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	✓
		John Dainutis (RNL) March 2009

Strategic Intent

	Goals	Targets	One Year Targets																																																																
Student Learning	To support ongoing consistent improvements in student learning at all years levels with particular emphasis on Mathematics and English.	<p>By the end of the Strategic Plan period in 2010:</p> <p>Student Achievement</p> <p>Prep - 75% of students to read level 5 text with 90 - 100% accuracy</p> <p>Grade 1 95% of students to read level 15 text with 90 - 100% accuracy</p> <p>Grade 2 98% of students to read level 20 text with 90 - 100% accuracy</p> <p>The attainment levels for boys as measured by school based analysis of VELs data, in Reading, Writing and Speaking and Listening in all year levels will match those of the girls.</p>	<table border="0"> <thead> <tr> <th></th> <th>Target 2008</th> <th>Actual '08</th> <th>Tar '09</th> </tr> </thead> <tbody> <tr> <td>Prep - of students to read level 5 text with 90 - 100% accuracy</td> <td>(78% '07) 72%</td> <td>80%</td> <td>82%</td> </tr> <tr> <td>Yr 1 - of students to read level 15 text with 90 - 100% accuracy</td> <td>(72.1%'07) 92%</td> <td>88.9%</td> <td>95%</td> </tr> <tr> <td>Yr 2 - of students to read level 20 text with 90 - 100% accuracy</td> <td>(98.3%'07) 96%</td> <td>91.1%</td> <td>98%</td> </tr> </tbody> </table> <p>VELs results (Percentage of boys performing above the expected level) in Reading, Writing and Speaking & Listening will show an improvement when compared to girls.</p> <table border="0"> <thead> <tr> <th>Reading</th> <th>Boys'08</th> <th>Boys'09</th> <th>Girls'08</th> </tr> </thead> <tbody> <tr> <td>• Year 2 -</td> <td>47%</td> <td>48%</td> <td>48%</td> </tr> <tr> <td>• Year 4 -</td> <td>38%</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>• Year 6 -</td> <td>48%</td> <td>40%</td> <td>50%</td> </tr> </tbody> </table> <table border="0"> <thead> <tr> <th>Writing</th> <th>Boys'08</th> <th>Boys'09</th> <th>Girls'08</th> </tr> </thead> <tbody> <tr> <td>• Year 2 -</td> <td>20%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>• Year 4 -</td> <td>35%</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>• Year 6 -</td> <td>43%</td> <td>30%</td> <td>34%</td> </tr> </tbody> </table> <table border="0"> <thead> <tr> <th>Speaking & Listening</th> <th>Boys'08</th> <th>Boys'09</th> <th>Girls'08</th> </tr> </thead> <tbody> <tr> <td>• Year 2 -</td> <td>13%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>• Year 4 -</td> <td>32%</td> <td>30%</td> <td>31% *</td> </tr> <tr> <td>• Year 6 -</td> <td>57%</td> <td>50%</td> <td>59%</td> </tr> </tbody> </table> <p>NB: The 2009 targets have been set after examination of the S 2 2008 VELs results for Yr 1, Yr 3 and Yr 5. * Conversation with Team.</p>		Target 2008	Actual '08	Tar '09	Prep - of students to read level 5 text with 90 - 100% accuracy	(78% '07) 72%	80%	82%	Yr 1 - of students to read level 15 text with 90 - 100% accuracy	(72.1%'07) 92%	88.9%	95%	Yr 2 - of students to read level 20 text with 90 - 100% accuracy	(98.3%'07) 96%	91.1%	98%	Reading	Boys'08	Boys'09	Girls'08	• Year 2 -	47%	48%	48%	• Year 4 -	38%	30%	40%	• Year 6 -	48%	40%	50%	Writing	Boys'08	Boys'09	Girls'08	• Year 2 -	20%	36%	36%	• Year 4 -	35%	30%	40%	• Year 6 -	43%	30%	34%	Speaking & Listening	Boys'08	Boys'09	Girls'08	• Year 2 -	13%	50%	24%	• Year 4 -	32%	30%	31% *	• Year 6 -	57%	50%	59%
	Target 2008	Actual '08	Tar '09																																																																
Prep - of students to read level 5 text with 90 - 100% accuracy	(78% '07) 72%	80%	82%																																																																
Yr 1 - of students to read level 15 text with 90 - 100% accuracy	(72.1%'07) 92%	88.9%	95%																																																																
Yr 2 - of students to read level 20 text with 90 - 100% accuracy	(98.3%'07) 96%	91.1%	98%																																																																
Reading	Boys'08	Boys'09	Girls'08																																																																
• Year 2 -	47%	48%	48%																																																																
• Year 4 -	38%	30%	40%																																																																
• Year 6 -	48%	40%	50%																																																																
Writing	Boys'08	Boys'09	Girls'08																																																																
• Year 2 -	20%	36%	36%																																																																
• Year 4 -	35%	30%	40%																																																																
• Year 6 -	43%	30%	34%																																																																
Speaking & Listening	Boys'08	Boys'09	Girls'08																																																																
• Year 2 -	13%	50%	24%																																																																
• Year 4 -	32%	30%	31% *																																																																
• Year 6 -	57%	50%	59%																																																																

	Goals	Targets	One Year Targets																
		<p>Increase the percentage of students identified as working at VELS levels higher than expected in Mathematics (<i>Number & Measurement</i>) in grades 2, 4 & 6 annually by 10%, tracked by individual cohorts.</p> <p>Parent Opinion—To increase the Parent Opinion scores relating to the variable School Climate (Learning Focus) to 5.30 or the State school mean, which ever is greater.</p>	<p>Teacher judgement against the VELS show the following percentage of students performing above the expected level (A & B)</p> <table border="1"> <thead> <tr> <th>Number</th> <th>'08 target</th> <th>2008</th> <th>'09</th> </tr> </thead> <tbody> <tr> <td>• Year 2</td> <td>30% (9%-A, 24%B)</td> <td>40</td> <td></td> </tr> <tr> <td>• Year 4</td> <td>30% (6%-A, 28%B)</td> <td>40</td> <td></td> </tr> <tr> <td>• Year 6</td> <td>45% (19%-A, 17%B)</td> <td>45</td> <td></td> </tr> </tbody> </table> <p>Measurement, Chance & Data</p> <ul style="list-style-type: none"> • Year 2 - 20% (2%-A, 9%B) 40* • Year 4 - 35% (3%-A, 16%B) 40 • Year 6 - 45% (0%-A, 21%B) 45* <p>* Conversation with Teams</p> <p>School Climate (Learning Focus) =</p> <p>2008 Target - 5.25 2008 Result - 5.23 2009 Target - 5.30</p>	Number	'08 target	2008	'09	• Year 2	30% (9%-A, 24%B)	40		• Year 4	30% (6%-A, 28%B)	40		• Year 6	45% (19%-A, 17%B)	45	
Number	'08 target	2008	'09																
• Year 2	30% (9%-A, 24%B)	40																	
• Year 4	30% (6%-A, 28%B)	40																	
• Year 6	45% (19%-A, 17%B)	45																	
Student Engagement and Wellbeing	To further enhance student well-being and student engagement particularly for boys in the senior years.	<p>By the end of the Strategic Plan period in 2010:</p> <p>Student Attitudes—Using the Attitudes to School Survey we will achieve scores for boys, in each of the variables that are in excess of the 75th percentile.</p>	<p>Maintenance of positive outcomes in the Student Opinion Survey in subsets of <i>Student Morale, Student Distress, Student Motivation, Learning Confidence, Classroom Behaviour & Student Safety.</i></p> <p>Reflecting more positive attitudes by boys towards teaching and learning the Attitude to School Survey to show:</p> <ul style="list-style-type: none"> • Teacher Effectiveness to be at or above 4.50 (2008 – 4.21) • Teacher Empathy to be at or above 4.53 (2008 - 4.27) • Stimulating Learning to be at or above 4.23 (2008 - 3.77) 																

	Goals	Targets	One Year Targets																																																									
		<p>Parent Opinion. Using Parent Opinion Survey we will achieve scores for all students, in the variables of Student Engagement (<i>Student Motivation</i>) and School Climate (<i>Stimulating Learning</i>) in excess of the 75 Percentile when measured against state-wide means</p> <p>Student Attendance—Student absenteeism will be at or below the 25th percentile for all year levels.</p>	<p>Parent Opinion Survey to show:</p> <ul style="list-style-type: none"> • 10% improvement in Student Motivation, to be at or above 5.90 (2008 - 5.83) • 10% improvement in Stimulating Learning to be at or above 5.93 (2008 - 5.49) <p>Maintain the following positive results in:</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>11.1</td> <td>11.2</td> <td></td> <td>9.0</td> </tr> <tr> <td>Year 1</td> <td>9.5</td> <td>11.5</td> <td></td> <td>9.0</td> </tr> <tr> <td>Year 2</td> <td>9.4</td> <td>11.9</td> <td></td> <td>9.0</td> </tr> <tr> <td>Year 3</td> <td>9.1</td> <td>14.5</td> <td></td> <td>9.0</td> </tr> <tr> <td>Year 4</td> <td>11.3</td> <td>11.7</td> <td></td> <td>9.0</td> </tr> <tr> <td>Year 5</td> <td>9.0</td> <td>13.0</td> <td></td> <td>9.0</td> </tr> <tr> <td>Year 6</td> <td>8.5</td> <td>9.9</td> <td></td> <td>8.5</td> </tr> <tr> <td>P6 Mean</td> <td>9.7</td> <td>11.9</td> <td></td> <td>9.0</td> </tr> </tbody> </table> <p>Target relates to 25th Percentile as published by DEECD in SLR.</p> <table border="1"> <thead> <tr> <th></th> <th>'08</th> <th>'09</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Boys-</td> <td>11.3</td> <td>9.0</td> <td></td> </tr> <tr> <td>Girls-</td> <td>11.2</td> <td>9.0</td> <td></td> </tr> </tbody> </table>		2007	2008	2009	Target	Prep	11.1	11.2		9.0	Year 1	9.5	11.5		9.0	Year 2	9.4	11.9		9.0	Year 3	9.1	14.5		9.0	Year 4	11.3	11.7		9.0	Year 5	9.0	13.0		9.0	Year 6	8.5	9.9		8.5	P6 Mean	9.7	11.9		9.0		'08	'09	Target	Boys-	11.3	9.0		Girls-	11.2	9.0	
	2007	2008	2009	Target																																																								
Prep	11.1	11.2		9.0																																																								
Year 1	9.5	11.5		9.0																																																								
Year 2	9.4	11.9		9.0																																																								
Year 3	9.1	14.5		9.0																																																								
Year 4	11.3	11.7		9.0																																																								
Year 5	9.0	13.0		9.0																																																								
Year 6	8.5	9.9		8.5																																																								
P6 Mean	9.7	11.9		9.0																																																								
	'08	'09	Target																																																									
Boys-	11.3	9.0																																																										
Girls-	11.2	9.0																																																										

	Goals	Targets	One Year Targets
Student Pathways and Transitions	To enhance the schools existing transition program to include enrolments at years other than Prep and transition from early to later years within the school.	<p>By the end of the Strategic Plan period in 2010:</p> <p>Student Transition—Develop and document a planned, smooth transition for students entering the school at years' levels other than Prep.</p> <p>Develop and document a planned, smooth transition plan for students moving from grade to grade at the commencement of each year.</p> <p>School Climate—To increase the Parent Opinion variable score for School Climate (Transitions) to 5.45 or equal to the State Primary Benchmark, which ever is greater.</p>	<p>Evaluate Student Entry program and finalise school policy documentation</p> <p>Evaluate intra-school transition program and finalise school policy documentation</p> <p>The Parent Opinion Survey transitions variable to show improvement to be at or above 5.60. (5.50 in 2008)</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
Student Learning (See Attachment 1 for 2009 Responsibilities)					
<p>To further develop Teaching and Learning across the school in order to refine and embed the most effective strategies adopted during the past three years.</p> <ul style="list-style-type: none"> ▪ Investigate the motivation and high expectations of higher achieving students and develop strategies in this area. ▪ Further develop strategies which address the learning needs of boys, EMA and LBOTE students 	Complete a two year Integrated Inquiry Curriculum Planner based on VELs	Through scheduled Curriculum Group Meetings. PD with Jeni Wilson (both whole staff and a small focussed T&L group)	Teaching and Learning Convenor Teaching and Learning Team	Draft by end of Term 2, 2009	By the end of Term 3 Teams will be using the revised planning document
	Continue to provide opportunities for professional development and professional readings for staff related to differentiating the curriculum and the varying needs of all learners	Within the PD budget, organise team-based and school-based PD addressing these focus areas	Teaching and Learning / Maths Curriculum Teams Teaching Teams PD Coordinator TLC's	Ongoing	By the end of Term 4 all team planning will show evidence of strategies used to cater for needs of particular students
	Identification of cohorts of high achieving and low achieving students through NAPLAN and VELs data in 2008.	Team analysis of NAPLAN and VELs data from 2008	TLCs Class teachers	Term 1 and ongoing	By the end of Term 1 individual program planning will reflect catering for individual needs.

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
	Individual Learning Support Plans developed for students where needed (both High Achievers & children having Learning Support)	Handover of LSP from 2008 teacher with recommendations for action in 2009.	Class Teacher Coordinated by AP	Week 1 Term 1 2009 Ongoing	By the end of Week 4 there will be Learning Support Plans drawn up where needed.
	Identify opportunities to further enhance learning to extend high achieving students [eg: Tournament of the Minds; Gateways program)	Through PD and Education News / Websites	PD Coordinator Teaching and Learning Team	A plan in place by the end of Term 1 On-going throughout 2009	By the end of Term 4 the school curriculum for high achievers will reflect the students needs and interests
	Supplementation of Team Resource Kits	\$1000 budget allocation for 2009	Teaching and Learning Assistant in consultation with Teams	On-going	By the end of Term 1 all teachers will be sharing effective strategies (Reflected in planning documents and Team minutes).
	Team sharing of effective strategies within the context of VELs	Team Meetings	TLC Team leaders	On-going	By the end of Term 1 all teachers will be sharing effective strategies (Reflected in planning documents and Team minutes).

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
<p>Through a whole school focus develop a plan to implement a numeracy program, consistent with VELs, across the school, ensuring a sequential planned program and consistency of teaching approach.</p>	<p>Refine and improve the teaching and learning of mathematics by:</p> <p>Focussed and ongoing whole staff professional learning.</p>	<p>Critical Friend</p> <p>Mentoring and teaching program to promote excellence (MAT4E)</p> <p>Professional learning time and budget</p>	<p>Maths Convenor</p> <p>PL Coordinator</p>	<p>Plan in place by end of week 4.</p>	<p>By the end of Term 4 all teachers will have participated in an extensive professional learning program including access to the maths critical friend and a mentoring program to improve the T & L of mathematics.</p>
	<p>Ensuring staff have access to training in First Steps.</p> <p>Having a staff member accredited as a trainer in First Steps</p>	<p>Professional learning time and budget</p>	<p>Maths Convenor</p> <p>PL Coordinator</p>	<p>Plan in place by the end of week 4</p>	<p>By the end of Term 4 all teachers will have participated in a First Steps Training program to improve the T & L of mathematics.</p>
	<p>Further developing a consistent approach to teaching mathematics by introducing a range of common strategies for example maths journals to encourage children to evaluate their learning</p>	<p>Time to plan for and discuss in teams the best teaching of mathematics</p>	<p>TLC</p>	<p>On-going at Team meetings</p>	<p>By the end of Term 1 all teachers regularly engage in discussions regarding the teaching of mathematics. (Reflected in minutes of team meeting)</p> <p>By the end of Term 2 teachers are using maths journals in classrooms to record mathematical investigations.</p>

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
					<p>By the end of Term 4 all teachers will use an expanding range of best practice/strategies to support learning in maths. (Reflected in planning documents)</p> <p>Students will be showing improvement in their VELs results with the following percentage of students performing above the expected year level (A & B).</p> <p>Number</p> <ul style="list-style-type: none"> • Yr 2 – 40% • Yr4 - 40% • Yr 6 – 45% <p>Measurement/Chance and Data</p> <ul style="list-style-type: none"> • Yr 2 – 40% • Yr4 – 40% • Yr6 – 45%
	Developing and effectively implementing a maths assessment schedule including whole team rich assessment tasks, EYN and MYN Interviews, NAPLAN, VELs reports and a third standardised assessment	ACER VELs Time at teams	TLC and MC	Ongoing	By the end of Term 1 teachers will be following the agreed assessment schedule and targeting teaching to the needs of the students

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
	Review and improve the mathematics policy, planning and program framework based on VELS, First Steps and best practice by:				
	Conducting a review of the maths policy	Time Education Committee	Maths Convenor	End of Term 2	By the end of Term 2 the policy will accurately reflect the teaching and learning of mathematics
	Developing and sharing planned maths units, including rich tasks	Agenda time for mathematics planning at every team meeting.	TLC	End of each term	By the end of Term 4 teachers will consistently and effectively use a common planning document based on the learning focus statements in VELS underpinned by the principles of WAFS and best practise
	Ensure the efficient management of electronic resources and planning documents placed on the server	ICT support to store planning documents	TLC	End of each term	By the end of Term 1 each team will have their completed maths planners stored on the server By the end of Term 4 all planning documents will be on the server

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
	Increase the profile of the mathematics program in the school community	Newsletter space Family Maths Night Education Week	Maths Convenor	Timetable drawn up by the end of Wk 4	By the end of Term 1 there will be regular articles in the newsletter that reflect the T & L of mathematics
	Provide information and updates to teachers about Mathematics from the VELs website.	IT	Maths Convenor	Ongoing	By the end of Term 1 planning documents will reflect current thinking about T & L maths
	Provide a set of rich teacher references for each team.	Budget	Maths Convenor	Ongoing	
To improve the quality and consistency of teacher judgement in relation to VELs assessments.	To further develop student assessment and reporting across all VELs domains	Designated: • Team meeting times • Curriculum Teams meeting times Whole school planning times	Assessment & Reporting Convenor	Ongoing	By the end of Term 4 there is improved consistency of teacher assessments against VELs.

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
<h2 style="text-align: center;">Student Engagement and Wellbeing</h2> <p style="text-align: center;">(See Attachment 1 for 2009 Responsibilities)</p>					
<p>To further enhance student wellbeing processes and practices across the school.</p>	<p>Review and improve the school's Student Wellbeing Policy, including the anti-bullying component</p>	<p>Meeting time Establish a working party of the SWC. Meeting timetable to be developed.</p>	<p>AP with support of SWC</p>	<p>Draft completed end of Term 1, Final policy end of Term 2</p>	<p>By the end of Term 4 the principles contained within the revised Student Wellbeing and Anti-Bullying Policies are understood and embedded into class programs</p>
	<p>Audit, and evaluate the current school based social and emotional wellbeing programs for example: Restorative Justice, Circle Time and ISDES. Make recommendations and implement a school wide Student Wellbeing plan.</p>	<p>Budget to support access to social/emotional programs. Meeting time School Psychologist Access to Regional Student Wellbeing networks. Time to research on line resources to support the area of student wellbeing</p>	<p>AP with support of Working Party from SWC</p>	<p>End of Term 2</p>	<p>By the end of Term 4 teachers will have an improved understanding of and be using the Social/Emotional programs that impact most productively on the effective development of a student's social and emotional wellbeing.</p>

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
<p>Continue to develop a whole school commitment to the importance of regular attendance.</p>	<p>Develop and implement a plan to reinforce positive attendance and to reduce absences.</p> <p>Plan to cover:</p> <ul style="list-style-type: none"> ➤ Principles from the “It’s Not OK to be Away” initiative. ➤ Monitoring of school attendance data and the development of targeted interventions ➤ Recognition of students with excellent and improved attendance ➤ Parenting information sessions promoting the importance of student attendance 	<p>Team meeting time</p> <p>Access to IT/CASES data</p> <p>Regional network.</p> <p>Parenting Research Centre</p> <p>Newsletter space</p>	<p>AP with support of working party from SWC</p>	<p>Plan developed by the end of Term 1.</p> <p>Review of attendance data and report to staff at the end of each month.</p> <p>Implementation component ongoing</p>	<p>By the end of Term 1 all teachers will have adopted the school wide plan to reduce absences.</p> <p>To reduce the student absence data to</p> <p style="text-align: right;">P- 9.0 1- 9.0 2- 9.0 3- 9.0 4- 9.0 5- 9.0 6- 8.5</p> <p style="text-align: right;">'08 '09 Boys- 11.3 9.0 Girls- 11.2 9.0</p>

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
---	---	---	--	--	---

Student Pathways and Transitions

(See Attachment 1 for 2009 Responsibilities)

<p>Develop a transition policy and document processes for students moving between year levels and entering the school at levels other than prep.</p>	<p>Record the transition plan/process for students between each section of the school. For example juniors to middles and middles to seniors</p> <p>Plan to cover:</p> <ul style="list-style-type: none"> ➤ Raising the profile of all teachers ➤ Making necessary arrangements to encourage students to work in future grade levels for a period of time. ➤ Raising the profile of transition activities throughout the school community. ➤ Collect feedback from students and families on support provided as they started at MPW during 2008/2009. 	<p>Time at Team Meetings</p> <p>Timetable support for transition processes.</p> <p>Budget for events</p> <p>Newsletter space</p>	<p>TLC for each team AP</p>	<p>Plan to be developed by end of Term 1</p>	<p>By the end of Term 1 all teachers believe they have had input into the transition plan.</p> <p>By the end of Term 4 all teachers have adopted the school wide plan.</p> <p>By the end of Term the Parent Opinion Survey will show an increase in the transition variable to</p> <table border="0"> <tr> <td>2006</td> <td>5.37</td> <td>State median</td> <td>5.72</td> </tr> <tr> <td>2007</td> <td>5.42</td> <td>State median</td> <td>5.76</td> </tr> <tr> <td>2008</td> <td>5.50</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td>5.60</td> <td></td> <td></td> </tr> </table>	2006	5.37	State median	5.72	2007	5.42	State median	5.76	2008	5.50			2009	5.60		
2006	5.37	State median	5.72																		
2007	5.42	State median	5.76																		
2008	5.50																				
2009	5.60																				

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
	Develop a policy for new enrolments at year levels other than prep.	Time for consultation with SWC/staff/children and families	AP with support of SWC	End of Term 1	By the end of Term 4 all new enrolments will have benefited from the understood principles in the policy document and be having their needs catered for.
Seek feedback on children who move to Year 7 and communicate results to the wider community.	Survey parents of Year 7 students from MPWPS	School based survey	AP	Term 3	By the end of Term 3 the survey is completed and the results passed onto the Year 5/6 to inform plans for 2010
	Use a pro forma to seek feedback from secondary colleges in relation to preparation of students for Year 7	Time for discussions with Year 7 Coordinators Buckley Park, Maribyrnong, Footscray City SC. Communicate results to wider school community through: Education Committee Parent Group Newsletter Grade 6 Information Night	Grade 6 Transition Coordinator	Term 3	By the end of Term 3 inform the parents of the key issues which may impact on planning for transition in 2010

Attachment 1

2009 - Roles and Responsibilities

Teaching and Learning Convenor Teaching and Learning Team	Jane Bertoncello Jenny Irvine, Laureen Thompson and Dianna Vivian
Mathematics Convenor Mathematics Team	Vicki McCormack Lisa McLachlan, Michael Minas and Ryan Vermeulen
Professional Development Coordinator	Jenny Crowle
Teaching and Learning Coordinators	Juniors - Aggie Burgess, Middles - Laureen Thompson and Seniors - Jane Bertoncello
Teaching and Learning Assistants	Juniors – Sheenagh Callahan, Middles- Kylie Colman and Seniors – Jodie Coughlan
Assessment and Reporting Convenor	Robyn Russell
Assistant Principal	Jenny Crowle
Student Wellbeing Coordinator	Jenny Crowle
Student Wellbeing Committee	Jodie Coughlan, Jan Hayes and Fiona McKenzie
Year Six Transition Coordinator	Di Woodburn