



NORTH COAST REGION

KURWONGBAH STATE SCHOOL

OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future.

EVERY STUDENT SUCCEEDING

Our 2016 Explicit School Improvement Agenda is Reading, Numeracy, U2B & Attendance

OUR VISION

At Kurwongbah all students are encouraged to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their maximum potential within a safe and supportive setting.

2016 Annual Implementation Plan

ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

2900

Mrs Ann Campbell
Principal

29/02/2016

Mrs Jenelle Conlan
P&C President

29/02/2016

Mr Trevor Walker
Assistant Regional Director

29/02/2016

CARING, HONESTY, RESPECT, RESILIENCE & EXCELLENCE



FOCUS AREA	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016
<p>Successful Learners</p> <p><i>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</i></p>	<p>Know your Learners</p> <p>Meet your learners' needs</p>	<p>Analyse Student Data</p> <ul style="list-style-type: none"> • Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention. • Further develop teacher expertise in data analysis to inform effective teaching and learning. <p>Improve Student Attendance</p> <ul style="list-style-type: none"> • Analyze trends in attendance data at the whole school, class and individual student level. • Implement both proactive and reactive strategies to increase student attendance to 94% • Communicate and promote student attendance rates in the wider community • Recognise and reward highest attendance from two classes each week (additional PE & Music lesson) <p>Investing For Success</p> <p>Provide effective and efficient financial support to enable sustained school improvement through the:-</p> <ul style="list-style-type: none"> • Employment of additional SLP time to provide timely assessment for early identification and provide oral language programs (TAs); • Provision of programs to support students in the U2Bs and potential U2B students • Provision of differentiated support to improve the performance of all students – IEC teachers • Provision of release time for teachers to analyse data to improve enhanced pedagogy and new curriculum programs. <p>Cater for Student Needs</p> <p>Implement strategies to cater for students' academic, social and emotional needs based on school values by:-</p> <ul style="list-style-type: none"> • Creating engaging learning opportunities for all students to ensure success. • Providing individual support for identified students utilising AVT Behaviour and the Behaviour Support Teacher • Providing individual support for identified students with learning disabilities and difficulties utilising IEC/LS teams.

		<p><u>Upper 2 Bands Priority</u></p> <p>Maximize the number of students in the U2B (process to begin in Prep) through the identification of students from class data sets to:-</p> <ul style="list-style-type: none"> • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Upper 2 Band (G&T teacher – reading and numeracy enrichment groups), UNSW testing, • Provide challenging learning experiences that further develop reading and numeracy expertise • Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations <p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN • Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both numeracy and reading • Develop a NAPLAN action strategy (Countdown to NAPLAN) with a focus on improving Reading, Numeracy and U2B
<p>Great People</p> <p>Teaching Quality</p> <p><i>Teachers employing high quality, evidence-based teaching practices focused on success for every student</i></p>	<p>Develop Professional Knowledge</p>	<p><u>Australian Curriculum Priorities</u></p> <ul style="list-style-type: none"> • Embed English, Mathematics, Science, History & Geography using the C2C resource ensuring alignment with community expectations. • Continue to familiarize staff with the curriculum area “Health and Physical Education, Technologies, Languages & The Arts” and explore the notion of “Connected Units”. • Use the North Coast Region: “<i>A Guide to School Based Assessment Tools and Year Level Expectations</i>” as a base guide develop school based Year Level Expectations in reading, numeracy and U2B • Raise awareness of the Digital Technologies- Australian Curriculum and trial programs eg Bee Bots; Scratch; Robotics etc



**Develop
Professional
Practice**

Literacy Priorities

Deliver oral language activities that target phonological and phonemic awareness (Foundation Q)

- Implement screeners to identify those students requiring assistance with phonological awareness and letter/sound relationships (phonics) and deliver programs to address these – Support a Taker, Articulation program

Continue to embed a balanced reading program

- Develop the School English Program and trial the reading component across the school to embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. *Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading by:-*
 - Ensuring the 5 aspects of reading are explicitly addressed ie: *Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World*
 - Aligning the reading framework to *Pearson's Gradual Release of Responsibility Model*
 - Professionally Developing staff in the 5 reading procedures.
 - Explicitly embedding reading strategies into English units.
 - Embedding comprehension strategies into the reading procedures and continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of *inference* eg: *Cars and Stars; QAR, Sheena Cameron Comprehension Strategies*
 - Setting, monitoring, tracking and celebrating reading goals for all students
 - Building awareness of the Literacy Continua
 - Using the reading procedures as a focus for Instructional Leadership and Co-Coaching to build teacher capacity through observation and feedback
 - Continuing to embed the love of reading across the school community and engage parents through parent workshops.

Continue to embed a balanced writing program

- continue to implement a balanced writing program as part of the English Units of work by revisiting previous successful practices within the school and inducting new teachers. Explore the “7 Steps to Writing” as a resource where applicable.

*Develop
Professional
Engagement*

Numeracy

- Review and refine current whole school numeracy program to align with Australian Curriculum.
- Implement number facts program through the practicing and deepening understanding of number.
- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- Develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics through cluster networks. **(Best Practice Networks)**,
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.
- Complete a thorough interrogation of NAPLAN data in preparation for 2016 NAPLAN.

U2Bs (Reading & Numeracy)

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students through differentiated teaching (Surfboard) and differentiated programs based on analysis of the data profiles.
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Master Teacher

- Conduct an action research project with Year 2 cohort to improve reading achievement through Pearson's Gradual Release model.
- Continue to upskill teachers in using IPADs to improve reading skills

Pedagogical Framework

- Continue to develop and embed an overarching Curriculum Framework based on ASOT
- Investigate and implement Design Questions of the ASOT framework that are relevant to the local context

Moderation Processes

- Align English, Maths & Science standards (A-E) with cluster schools
- Develop opportunities for inter and intra-school moderation processes ensuring sound assessment practices
- Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN using OneSchool

Best Practice Network Priority

- Engage in quality professional development and professional sharing via BPNs.
- Foster participation of whole of leadership team in improvement via discussions and participation and fortnightly meetings to ensure whole of school leadership team in involved in professional learning and professional engagement activities relating to our improvement priorities

Student Management

- Refine and embed consistent and effective school wide practices aligned to our Responsible Behaviour Plan.
- Develop staff capability in classroom management practices.

Developing Performance Framework

- Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
- Develop the Administration's Observation and feedback structures and implement each term with a focus on reading.
- Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices.
- Implement processes to regularly monitor staff and personal wellbeing

<p>Great People</p> <p>Principal Leadership & Performance</p> <p><i>School leaders delivering extraordinary and sustained improvement</i></p>	<p>Lead Teaching and Learning</p> <p>Develop self and others</p> <p>Lead improvement, innovation and change</p>	<p><u>Learning Communities</u></p> <ul style="list-style-type: none"> • Ensure the Principal Performance Development Plan is in place with the ARD with a clearly identified leadership focus. • Lead and model learning to develop a shared belief that all students can learn and all teachers can teach. • Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning through year levels team release days. • Enable teachers to engage in effective coaching and observation opportunities to improve teaching practices – Co-Coaching. • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.
<p>High Standards</p> <p>School Performance</p> <p><i>Schools achieving success through an intentional approach to improving the progress of every student.</i></p>	<p>Know your data</p> <p>Know your strategies</p>	<p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> • Analyze whole school trends to develop an explicit improvement agenda • Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted. <p><u>Curriculum Teaching and Learning/ School Improvement Unit</u></p> <ul style="list-style-type: none"> • Implement recommendations from the 2015 School Improvement Review (Strategic Plan 2016 – 2019) <p><u>Internal Audit</u></p> <ul style="list-style-type: none"> • Implement strategies to fulfil internal audit requirements and recommendations following audit in term 1 <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> • Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.
<p>Engaged Partners</p> <p>Regional Support</p> <p>Regions providing a renewed focus on</p>	<p>Maintain alignment</p> <p>Develop consistency</p>	<p><u>Alignment and Consistency</u></p> <ul style="list-style-type: none"> • Continue to develop opportunities to work with regional support staff and services. • Develop opportunities for schools to work together to share knowledge and resources. <p><u>Flying Start initiative</u></p> <ul style="list-style-type: none"> • Develop mutually satisfying partnerships with Secondary Schools • Maintain opportunities to ensure the Junior Secondary initiative is successful. • Develop a range of locally pertinent communication strategies that enable the sharing of information. • Continue the fostering of strategies concerning staffing and resource allocations



<p>supporting performance and outcomes across the three sectors – early childhood education and care, state schools, and training and employment.</p>	<p>Scale up success</p>	<p><u>Supporting Successful Transitions: Early Start</u></p> <ul style="list-style-type: none"> • Assess current transition practices • Start conversation with Transition partners • Plan collaboratively to establish strategies based on data with transition partners especially in relation to Oral Language needs • Incorporate strategies into school plans • Measure the effectiveness of transition strategies throughout 2016
<p>Engaged Partners</p> <p>Local decision making</p> <p>Schools ensuring community needs are central to decision making processes, autonomy and accountability.</p>	<p>Embrace autonomy</p> <p>Create partnerships</p>	<p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Continue to work with regional support services to support and sustain school improvement • Develop partnerships within and beyond the school that support student learning. • Embrace opportunities to collaborate with local communities. • Explore opportunities through Supporting Successful Transitions to develop partnerships and develop a transition plan with local Early Childhood Education Centres. • Identify Early Start as a data collection resource <p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter; Introduce a school Facebook page • Provide programs and opportunities for parents to build their capacity to support their child’s learning – Class parent reps • Actively seek and develop a wide range of community partnerships

CRITICAL REFERENCE:

- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2014-201

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