NORTH COAST REGION
WOODFORD P-10 STATE SCHOOL

Department of Education and Training


EVERY STUDENT SUCCEEDING

Today's Effort Tomorrow's Success

Our 2015 Explicit School Improvement Agenda is;
Reading Comprehension
Data Analysis
Numeracy

2015 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.

Ronnie Hill
Principal
23/02/2015

Deidra Elliott
P&C President/School Council Chair
23/02/2015

Mary Coverdale
Assistant Regional Director
16/03/2015
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<tr>
<th>FOCUS AREA</th>
<th>SCHOOL PRIORITIES 2015</th>
<th>IMPROVEMENT STRATEGIES AND ACTIONS 2015</th>
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<td><strong>Successful Learners</strong></td>
<td><strong>Know your Learners</strong></td>
<td><strong>Analyze Student Data</strong>&lt;br&gt;• Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention&lt;br&gt;• Further develop teacher expertise in data analysis to inform effective teaching and learning.&lt;br&gt;Action: Continue to develop PLC, mentoring and coaching goals</td>
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<td><strong>Meet your learners' needs</strong></td>
<td><strong>Improve Student Attendance</strong>&lt;br&gt;• Analyse trends in student attendance and implement strategies to increase student attendance to 92.2% in primary years and secondary years.&lt;br&gt;Action: Data review cycle: daily, weekly and 5 week reviews. Celebrate individual and class targets.</td>
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<td><strong>Great People</strong></td>
<td><strong>Develop Professional Knowledge</strong></td>
<td><strong>Cater for Student Needs</strong>&lt;br&gt;• Implement strategies to cater for students' academic, social and emotional needs&lt;br&gt;• Review and develop Individual Student Learning Goals&lt;br&gt;• Continue implementation on ISP, ICP, ILP to cater for learning needs&lt;br&gt;• Continue PD to differentiate to cater for diverse learners</td>
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<td>Teaching Quality</td>
<td><strong>Develop Professional Practice</strong></td>
<td><strong>Upper 2 Bands Priority</strong>&lt;br&gt;• Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)&lt;br&gt;• Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated and explicit teaching, On Line Upper 2 Band Project, extension groups)&lt;br&gt;• Embed differentiation, focused and intensive teaching strategies across all year levels using diagnostic assessment processes and ACARA recommendations</td>
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<td><strong>NAPLAN Strategy</strong>&lt;br&gt;• Complete a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN&lt;br&gt;• Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</td>
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<td><strong>ACARA Priorities</strong>&lt;br&gt;• Embed English, Mathematics, Science, History &amp; Geography (National Curriculum) using the C2C resource and further professional development ensuring alignment with community expectations.&lt;br&gt;• Familiarize staff with the curriculum area &quot;Health and Physical Education, Technologies, Languages &amp; The Arts&quot; using the C2C resource in preparation for implementation in 2016 and in line with roll out protocols&lt;br&gt;• Continue to align and embed Australian Curriculum in all settings&lt;br&gt;• Review W.S.S planning documents&lt;br&gt;• Implement the North Coast Region: “A Guide to School Based Assessment Tools and Year Level Expectations”</td>
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<td><strong>Literacy Priority</strong>&lt;br&gt;<strong>Continue to embed a balanced reading program</strong>&lt;br&gt;• Implement Success School English Program (Regional Initiative)&lt;br&gt;• Continue to implement Sounds to Letters program (phonological awareness program)&lt;br&gt;• Implement CARS and STARS Reading Comprehension Program&lt;br&gt;• Embedded literacy lesson in the secondary timetable</td>
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|            |                        | - Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.  
- Align reading framework to Pearson's Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)  
- Ensure the 5 aspects of reading are explicitly addressed i.e. 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World  
- 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  
- Embed comprehension strategies into the reading procedures  
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback  

Develop and embed a balanced writing program  
- Develop a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing  
- Embed Sheena Cameron writing strategies into the writing procedures as PD.  
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing  

Numeracy Priority  
Continue to embed strategies from Success Schools Program Numeracy 2014  
- Embed Numeracy Rich Routines (Warm ups) that address key aspects of number as identified through NAPLAN and internal data sources in PAT M.  
- Continue to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics  
- 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  
- Practice and deepen number facts  
- Embedded numeracy lesson in the secondary timetable  

ASOT  
- Continue to develop and embed an overarching Curriculum Framework based on ASOT  
- Investigate and implement locally selected Design Questions focusing on two design questions every 5 week cycle  

Moderation  
- Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice  

BPN Priority  
- Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities)  

Developing Performance Framework  
- Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
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<td>Great People, Principal Leadership &amp; Performance</td>
<td><strong>Lead Teaching and Learning</strong>&lt;br&gt;Develop self and others&lt;br&gt;Lead improvement, innovation and change</td>
<td>- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers&lt;br&gt;- Consultation and feedback structures are in place and occur in a timely manner (Once a term)&lt;br&gt;- Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices&lt;br&gt;- Organize co-operative planning sessions for teachers&lt;br&gt;- Implement processes to monitor staff and personal wellbeing&lt;br&gt;<em>Success Team Strategies: As Above</em>&lt;br&gt;- English: 2015 Reading Comprehension&lt;br&gt;- Continue 2014 Numeracy strategies</td>
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<td>High Standards, School Performance</td>
<td><strong>Know your data</strong>&lt;br&gt;<strong>Know your strategies</strong></td>
<td><strong>Learning Communities</strong>&lt;br&gt;- Principal Performance Development Plan in place with ARD with clearly identified leadership focus&lt;br&gt;- Lead and model learning to develop a shared belief that all students can learn and all teachers can teach&lt;br&gt;- Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning&lt;br&gt;- Enable teachers to engage in effective coaching opportunities to improve teaching practices&lt;br&gt;- Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise</td>
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<td>Engaged Partners, Regional Support</td>
<td><strong>Maintain alignment</strong>&lt;br&gt;<strong>Develop consistency</strong>&lt;br&gt;<strong>Scale up success</strong></td>
<td><strong>Explicit Improvement Agenda</strong>&lt;br&gt;- Analyse whole school trends to develop an explicit improvement agenda&lt;br&gt;- Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.</td>
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<td>Engaged Partners</td>
<td><strong>Embrace autonomy</strong></td>
<td><strong>Alignment and Consistency</strong>&lt;br&gt;- Continue to develop opportunities to work with regional support staff and services&lt;br&gt;- Develop opportunities for schools to work together to share knowledge and resources&lt;br&gt;- Implement the recommendations from the School Improvement Unit as required</td>
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<td><strong>Partnerships</strong>&lt;br&gt;- Continue to work with regional support services to support and sustain school improvement</td>
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<td>Local decision making</td>
<td>Create partnerships</td>
<td>• Develop partnerships within and beyond the school that support student learning</td>
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<td>• Embrace opportunities to collaborate with local communities</td>
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<td>• Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers</td>
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**Parent and Community Engagement Strategy**
- 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 eg email, SMS, telephone, web portal, postcard and letter
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Actively seek and develop a wide range of community partnerships eg Valley Championships, Moreton Bay Library and Folk Festival Workshops, Woodford Show Society, Lions Junior Citizen, Debating, Reading Dogs Program

**CRITICAL REFERENCE:**
- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2014-2018