# 2015 Annual Implementation Plan

**Key Priorities for 2015**
- Improvement of all children’s reading skills
- Improvement of all children’s writing skills
- Embedding of School Curriculum Framework facilitating alignment of ACARA curriculum, planning, assessment and reporting processes to improve student learning in all Key Learning Areas.
- Embed practices of evidence based decision making particularly in developing reading skills.
- Ensure human and physical resources are allocated to support improved learning.
- Embed Collegial / Peer Coaching of all teachers and Aides
- Implement adoption of National Standards for Teachers
- Integrate Full School Review and Quadrennial School Review from Semester 1 into School Plan

**Documents attached include**
- The Budget Overview Report

**Certification**
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

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**State and Regional Priorities**

**Department of Education Training and Employment Strategic Plan 2014-2018**
- Successful Learners
- Great People
- High Standards
- Engaged Partners

**Every Student Succeeding State School’s Strategy 2014-2018**
- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

**NQR Key Drivers 2015**
- Building Principal and other school leader’s instructional leadership within each school
- Building the capability of every teacher and leader to be an expert in the teaching of reading
- Developing sophisticated collaboration between individual schools and regions
- Systematic delivery of curriculum, teaching and assessment across a school site.

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**Signature**

Principal: [Signature]
P and C/ School Council: [Signature]

Assistant Regional Director: [Signature]
### Successful Learners

#### Successful Learners

<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resource/Evidence</th>
</tr>
</thead>
</table>
| Develop and implement improvement strategies for targets for English, Mathematics and Science as priority areas | - Explicitly teach 14 'CARS' Framework Reading Comprehension skills  
- Continue to screen all students for their comprehension skills' weaknesses and strengths using 'CARS' Framework.  
- Continue short term data cycles with comprehension skill interventions.  
- Continue to prioritise automaticity of basic Mathmatal facts  
- Embed standard approach to the teaching of reading across all classes.  
- Embed standard approach to the teaching of spelling across all classes.  
- Collect regular student reading level data to track progress.  
- Present all staff with whole school data and school foci.  
- Teachers utilise OneSchool to interrogate student data.  
- Direct specific resources to CTG with Indigenous students.  
- Embed and refine quarterly Individual Differentiation Plans for all students. | - CARS/STARS framework embedded as basis for targeted reading intervention  
- Percentage of Yrs. 3,5 students achieving ≥ National Minimum Standards in Reading, Writing, Spelling and Numeracy in NAPLAN  
- NAPLAN Individuals’ Numeracy Relative Gain 3-5  
- U2 B for YR 3/5 to increase to 30% in reading, writing and numeracy  
- Staff can show /discuss student data  
- Teachers use OneSchool data  
- Plans exist and in use | - Term 4  
- 100%  
- Continuous  
- > .8 Relative Gain  
- Above 30% NAPLAN  
- All  
- All  
- Plans updated quarterly | Principal and Teachers  
- On-going data sets  
- Classroom Observations  
- NAPLAN results  
- Budget allocation  
- Plans updated quarterly |
| Implement Smart Classroom initiatives | - Ensure functionality and connectivity of all ICT equipment.  
- Ensure appropriate staff / student accessibility to system folders.  
- Utilize network and web-based ICT resources to support individualized student learning.  
- Embed Recording of Positive and Negative behavioural incidents in OneSchool. | - SOS S2090, S2087, S2052  
- Percentage of students & staff satisfied with ICT information and communication technology devices are well-maintained.  
- Staff and students have appropriate system access to ICTs to “do my job well”.  
- All Behaviour records and parental contacts are recorded in OneSchool | - Term 3  
- 100%  
- Continuous | Principal & AO2  
- SOS - S2090, S2087, S2052  
- Behaviour records in OneSchool |
<table>
<thead>
<tr>
<th>• Ensure resources are allocated to support school improvement</th>
<th>• Link school budget expenditures to school priorities</th>
<th>OneSchool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Spelling Foci Reflected in Budget</td>
<td>Completed Budget</td>
<td>Term 1</td>
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<tr>
<td>Principal</td>
<td>Budget / OneSchool</td>
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## GREAT PEOPLE

*‘Teaching Quality’ and ‘Principal Leadership and Performance’*

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<td>- High quality and informed teaching practices characterized by Professional Learning Plans, mentoring and setting high student expectations to meet school improvement targets and timelines</td>
<td>- Enact Revised Whole School Improvement Plan using the 14 ‘Sharrett Parameters’&lt;br&gt;- Embed Personal Professional Development plans for all staff, based upon Australian Standards for Teachers that reflect systemic and personal areas of foci.&lt;br&gt;- Use individual staff Professional Development Plans to develop whole school Professional Development Plan.&lt;br&gt;- Embed “Fountas &amp; Pinnell® Reading Bench Marks &amp; Use of Reading Data Walls&lt;br&gt;- Embed Principal Coaching using Explicit Teaching checklist, including class visits and feedback&lt;br&gt;- Embed Principal &amp; Peer Coaching processes&lt;br&gt;- Continue PD to teachers &amp; aides on high quality strategies eg catering to learning styles&lt;br&gt;- Staff continues to maintain Professional Development logs.&lt;br&gt;- Principal to complete PPDP process&lt;br&gt;- Principal to participate in PLC meetings&lt;br&gt;- Provide on-going Professional Development in the teaching of Reading and Spelling.&lt;br&gt;- Provide Professional Development to Staff as needed in use of ICTs</td>
<td>Plan compiled and implementation in process&lt;br&gt;All staff have PD plans&lt;br&gt;School Plan compiled&lt;br&gt;Teacher logs of coaching events&lt;br&gt;SOS – S 2071- “I receive useful feedback regarding my work “&lt;br&gt;SOS- S 2086- “ I have access to quality professional development”&lt;br&gt;Staff Prof Development Logs maintained&lt;br&gt;PPDP process Completed&lt;br&gt;Principal attends all PLC Meetings&lt;br&gt;Appropriate PD sourced and implemented.&lt;br&gt;ICTs effectively used</td>
<td>Principal and staff</td>
<td>Professional Development allocation in Budget.</td>
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<tr>
<td>Description</td>
<td>Performance Measures</td>
<td>Date</td>
<td>Responsible Officer</td>
<td>Resource/Evidence</td>
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<td>Percentage of students reaching a C or greater in English, Maths and Science</td>
<td>Current results entered into the Data Base by all staff</td>
<td>Continuous</td>
<td>Principal and Teachers</td>
<td>Current results entered into the Data Base by all staff</td>
</tr>
<tr>
<td>Percentage of teachers participating in Cluster moderation meetings</td>
<td>Curriculum Framework are fully implemented in all classes.</td>
<td>Continuous</td>
<td>Principal and Teachers</td>
<td>Curriculum Framework are fully implemented in all classes.</td>
</tr>
<tr>
<td>Percentage of teachers implementing Curriculum Framework</td>
<td>As per Great Results Guarantee Plan</td>
<td>Continuous</td>
<td>Principal and Teachers</td>
<td>As per Great Results Guarantee Plan</td>
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**School Strategies**

- **Alignment of curriculum, planning, assessment and reporting processes and practices within the school, incorporating ACARA requirements to improve student learning in all Key Learning Areas**
  - Ensure all aspects of the Woodstock Curriculum Framework are fully implemented in all classes.
  - Plan 'Great Results Guarantee' Plan
  - Embed School Curriculum Framework, including C2C units in all classes.
  - Embed 'Teachers in C2C assessment moderation processes' and as per Great Results Guarantee Plan

- **Develop and implement whole school systemic internal monitoring and recording**
  - Maintain school's database to track and collate student and whole school data including short term data cycles of comprehension skills.
  - Continue entering Annual Standardised Data into OESD.

- **Evidence based decision making using school data to inform classroom pedagogy**
  - Embed and refine short and long term intervention programmes based upon external student reports.
  - Utilise short term data cycles to direct resources to improve student reading, comprehension and spelling.

- **Programmes and data cycles implemented**
  - 100% students achieve NAPLAN Levels 3-5 & 5-7.
  - 8% relative gain compared to National Avg.
  - >30% U2B Yr.
  - School Plan exists and is updated upon 
  - Increased relative gain for students NAPLAN 3-5 & 5-7.
  - % of staff responses on opinion survey.
- Embed & Coach ‘Explicit Teaching Pedagogical Framework’ through Peer and Principal Coaching of teachers.
- Continue to reinforce standard student bookwork setting out methods across the school.
- Continue providing children with explicit feedback on their work to improve standards.
- Embed the use of Students’ 5 questions
- Embed Student short and long term goals based upon data.
- Continue the use of Data walls in all classrooms and the Principal’s office
- Embed standard approach to the teaching of reading with modelled, guided, shared and independent reading lessons.

| Question                                      | % | 3&5 Reading, Writing and Numeracy
|-----------------------------------------------|---|---------------------------------|
| S2061 – My teachers help me with my work when I need it | 100% | Term 3
| S2100 – This school encourages me to participate in professional development activities | 100% | Term 3

School Opinion Surveys
- S2061
- S2100

Classroom observations
### ENGAGED PARTNERS

*‘Regional Support’ and ‘Local Decision Making’*

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<td><strong>Student, staff and parent community confidence in the school’s performance characterised by informed and collaborative involvement</strong></td>
<td>Keep community informed of current issues at the school through detailed weekly newsletters.</td>
<td>% of Parents responses in opinion survey – S2026 – This school encourages me to take an active role in my child’s education, S2027 – This school encourages me to participate in school activities.</td>
<td>Continuous</td>
<td>Principal, P&amp;C &amp; Student Council</td>
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<td>Provide the P&amp;C with monthly written reports of the progress of the school.</td>
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<td>Increase community involvement through community events.</td>
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<td>Embed Learning and Wellbeing Framework</td>
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<td>Embed community involvement processes in terms of the Community Engagement Framework</td>
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<td>Embed all major policies following 2013 Revision</td>
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<td>Embed student attendance policy and procedures</td>
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<td>Continue to transition Year 6 students into Secondary schooling</td>
<td>Attendance &gt; 92.4%</td>
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<td><strong>Conduct QSR (Discipline Audit has been completed November 2014)</strong></td>
<td>Engage staff and community to Co-ordinate QSR process.</td>
<td>QSR completed</td>
<td>Principal</td>
<td>Completed 2016-2019 Strategic Plan</td>
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<td></td>
<td>Engage the broader community in providing opinions and future directions for the school</td>
<td>Attendance register indicates above 25% community engagement</td>
<td>Plan Implemented Strategic Plan Completed &amp; Approved</td>
<td></td>
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<td><strong>Develop and implement strategies to build capability of learners to be Active, Responsible and Respectful Citizens</strong></td>
<td>Involve students in aspects of SEMP to reduce the school’s environmental footprint.</td>
<td>Year 5 &amp; 6 Students involved</td>
<td>Principal &amp; Teacher Aide supporting Student Council</td>
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<td>Engage student leaders in Leadership Activities</td>
<td>100%</td>
<td>Continuous</td>
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