



# NORTH COAST REGION Cordalba State School

*'Tis not winning 'tis taking part that counts.*

**EVERY STUDENT SUCCEEDING**



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

## 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.

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Principal

1 / 3 / 2016

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P&C President

1 / 3 / 2016

**Successful Learners**

**Learners**

*Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.*

Know your Learners

Meet your learners' needs

**A**

**Analyze Student Data**

- 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.

**Improve Student Attendance**

- 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 95%
- Communicate and promote student attendance rates in the wider community
- Awards and certificates for attendance.

**I4S**

- Provide effective and efficient financial support to enable sustained school improvement
- Employ teacher aides focused to improve reading, based on class/school/state data.
- Employ a dedicated Reading Coach 0.2 across the school.
- Continue to implement Daily Rapid Reading across Years 4 to 6
- Use data to identify learning gaps and design learning goals and plans for students.
- Implementation of Building Blocks for Learning (early years literacy program) Prep to Year 3
- Develop and implement coding across P-Year 6 classes
- Purchase coding equipment and Professional development resources.

**Cater for Student Needs**

- Implement strategies to cater for students' academic, social and emotional needs
- Create engaging learning opportunities for all students that ensures each student has the opportunity for success

**Upper 2 Bands Priority**

- 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 (differentiated teaching, Daily Rapid Reading, Reading Link, Robotics, Coding, Maths Team Challenge)
- 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
- Building Block for Learning program



		<p><b><u>NAPLAN Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN</li> <li>• Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both numeracy and reading</li> <li>• Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</li> </ul>
<p><b>Great People</b></p> <p><b>Teaching Quality</b></p> <p><i>Teachers employing high quality, evidence-based teaching practices focused on success for every student</i></p>	<p><b>Develop Professional Knowledge</b></p>	<p><b><u>Australian Curriculum Priorities</u></b></p> <ul style="list-style-type: none"> <li>• Embed English, Mathematics, Science, History &amp; Geography (National Curriculum) using the C2C resource ensuring alignment with community expectations.</li> <li>• Implement Civics and Citizenship (from Year 3) &amp; Economics and Business (from Year 5) using the C2C resource</li> <li>• Familiarize staff with the curriculum area "Health and Physical Education, Technologies, Languages &amp; The Arts" using the C2C resource in preparation for implementation in 2016 and in line with roll out protocols.</li> <li>• Continue to align and embed Australian Curriculum in all settings.</li> <li>• Using the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide develop school based Year Level Expectations in reading, numeracy and U2B</li> <li>• Introduce the Digital Technologies- Australian Curriculum (coding)</li> </ul> <p><b><u>Literacy Priorities</u></b></p> <ul style="list-style-type: none"> <li>• Deliver oral language activities that target phonological and phonemic awareness – <b>Building Blocks for Learning (Dr Carole Christensen Early Literacy Program)</b></li> <li>• Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading</li> </ul> <p><b>Continue to embed a balanced reading program</b></p> <ul style="list-style-type: none"> <li>• Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e             <ol style="list-style-type: none"> <li>1. <b>Reading Aloud to students;</b></li> <li>2. <b>Modelled Reading;</b></li> <li>3. <b>Shared Reading;</b></li> <li>4. <b>Guided Reading;</b></li> <li>5. <b>Independent Reading.</b></li> </ol> </li> <li>• Align reading framework to <b>Pearson's Gradual Release of Responsibility Model</b> (Refer Framework for the Teaching of Reading)</li> <li>• Embed comprehension strategies e.g. Sheena Cameron, into the reading procedures</li> <li>• Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through <b>observation and feedback</b></li> </ul> <p>• Ensure the 5 aspects of reading are explicitly addressed i.e.:</p> <ol style="list-style-type: none"> <li>1. <b>Fluency;</b></li> <li>2. <b>Broad and Deep Vocabulary;</b></li> <li>3. <b>Active comprehension Strategies;</b></li> <li>4. <b>Text and Textual features;</b></li> <li>5. <b>Knowledge of the World</b></li> </ol> <ul style="list-style-type: none"> <li>• Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of <i>inference</i> e.g.: QAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading</li> </ul> <p><b>Develop and embed a balanced writing program</b></p>
	<p><b>Develop Professional Practice</b></p>	



- Develop a shared understanding and pedagogical practice of the 4 writing procedures:

**1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing**

- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing, Sheena Cameron

**Numeracy Priority**

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.
- With PEAAC support and cluster opportunities (**Best Practice Networks**), 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

**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**

- Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice
- Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN (reference OneSchool)
- Identification of cluster moderations/PD

**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
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in a timely manner (Once a term)
- Use peer observations, feedback, differentiated coaching and learning -communities to improve teaching practices.
- Implement processes to regularly monitor staff and personal wellbeing
- List the strategies for sustainability of learning throughout 2016

*Develop Professional Engagement*

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

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

**CRITICAL REFERENCE:**

- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2014-2018