



Scarborough State School

Pride of the Peninsula

Address: Eversleigh Rd, Scarborough QLD 4020

Phone: (07) 3480 3333

Fax: (07) 3480 3300

Email: info@scarboross.eq.edu.au

Web: www.scarboross.eq.edu.au

NORTH COAST REGION

Department of Education, Training and Employment

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

EVERY STUDENT SUCCEEDING

Our 2015 Explicit School Improvement Agenda is:

Improve Student Literacy and Numeracy Outcomes
Improve % of Students in Upper Two Bands
Build Teacher Capacity

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.

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Stephen McGoldrick
Principal

25/02/2015

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(Insert Name)
P&C President/School Council Chair

25/02/2015

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Trevor Walker
Assistant Regional Director

/ /2015

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
Successful Learners	<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 5 week data review cycles 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"> • Analyse trends in student attendance and implement strategies to increase student attendance to 93%. <p>Cater for Student Needs</p> <ul style="list-style-type: none"> • Implement strategies to cater for students' academic, social and emotional needs <p>Upper 2 Bands Priority</p> <ul style="list-style-type: none"> • Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep) • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, Booster programmes) • Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations <p>NAPLAN Strategy</p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN • Develop a NAPLAN action strategy with a focus on improving Reading, Writing, Numeracy and U2B
<p>Great People</p> <p>Teaching Quality</p>	<p>Develop Professional Knowledge</p> <p>Develop Professional Practice</p>	<p>ACARA Priorities</p> <ul style="list-style-type: none"> • Embed English, Mathematics, Science, History & Geography (National Curriculum), using the C2C resource ensuring alignment with community expectations. • Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) using the C2C resource • Familiarize staff with the curriculum area "Health and Physical Education, Technologies, Languages & The Arts" using the C2C resource in preparation for implementation in 2016 and in line with roll out protocols. • Continue to align and embed Australian Curriculum in all settings. • Implement the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations" <p>Literacy Priority</p> <p>Continue to embed a balanced reading program</p> <ul style="list-style-type: none"> • Embed a shared understanding and pedagogical practice of the 5 reading procedures – with a particular focus on Guided Reading 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 ie: <ul style="list-style-type: none"> 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; PQRS • 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 <p>Develop and embed a balanced writing program</p> <ul style="list-style-type: none"> • Develop a shared understanding and pedagogical practice of the 4 writing procedures: <ul style="list-style-type: none"> 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing • Align writing pedagogy to Pearson's Gradual Release of Responsibility Model <ul style="list-style-type: none"> • Implement 7 Steps to Writing as a whole of school approach

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	<p><i>Develop Professional Engagement</i></p>	<p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> • Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie 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 <p><u>Master Teachers</u></p> <ul style="list-style-type: none"> • Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices. <p><u>ASOT</u></p> <ul style="list-style-type: none"> • Continue to develop and embed an overarching Curriculum Framework based on ASOT • Investigate and implement locally selected Design Questions - (What will I do to?) and (What will I do to?) of the ASOT framework <p><u>Moderation</u></p> <ul style="list-style-type: none"> • Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice across key curriculum areas and behaviour <p><u>BPN Priority</u></p> <ul style="list-style-type: none"> • 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) <p><u>Developing Performance Framework</u></p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Implement processes to monitor staff and personal wellbeing
<p>Great People</p> <p>Principal Leadership & Performance</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><u>Learning Communities</u></p> <ul style="list-style-type: none"> • Principal Performance Development Plan in place with ARD with 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. • Enable teachers to engage in effective coaching opportunities to improve teaching practices. • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.
<p>High Standards</p> <p>School Performance</p>	<p><i>Know your data</i></p> <p><i>Know your strategies</i></p>	<p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> • Analyse 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/ Discipline Audit</u></p> <ul style="list-style-type: none"> • Implement recommendations from latest audit report – School Wide Positive Behaviour <p><u>Internal Audit</u></p> <ul style="list-style-type: none"> • Implement strategies to fulfil internal audit requirements and recommendations <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.

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
<p>Engaged Partners</p> <p>Regional Support</p>	<p><i>Maintain alignment</i></p> <p><i>Develop consistency</i></p> <p><i>Scale up success</i></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. • Implement the recommendations from the School Improvement Unit as required. <p><u>Flying Start initiative</u></p> <ul style="list-style-type: none"> • Maintain and further 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>Engaged Partners</p> <p>Local decision making</p>	<p><i>Embrace autonomy</i></p> <p><i>Create partnerships</i></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, develop partnerships and develop a transition plan with local Early Childhood Education Centers. <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 eg email, SkoolBag, SMS, telephone, web portal 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

CRITICAL REFERENCE:

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