



2015 ANNUAL IMPLEMENTATION PLAN

Woongoolba State School

Key priorities for 2015

Improvement Agenda

- Develop a targeted, personalised and engaging teaching and learning program for every child.
- Seek improvement in reading and number outcomes for every child through Proficiency Studies
- Ensure student engagement and identification of the learner are key factors in planning & delivering quality programs
- Maintain a supportive and harmonious learning culture underpinned by Kids Matters and PBL

Priority Areas of Development

- Pedagogy/Differentiation: The Teaching-Learning Cycle
- Proficiency Studies
- Curriculum Implementation

Focus areas for 2015:

- Reading: continue reading proficiency to maintain 100% students at or above NMS and achieve at national decile 4 levels at upper 2 bands,
- Number: implement number proficiency (using PATM) to achieve: 100% students at or above NMS, achieve decile 4 levels at upper two bands & work towards 100% students at C level
- Spelling: implement spelling proficiency (using WTW) to maintain 100% students at or above NMS and achieve at national decile 4 levels at upper 2 bands,
- Comprehension: implement comprehension proficiency to have all students moving up at least one level in comprehension teaching matrix.

Documents attached include

- The Annual Financial Report 2015
- The Budget Overview Report 2015
- School Improvement Targets for 2015

Certification

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

David Cramb
Principal

Phil Saunders
P and C President

Terry Cornish
Assistant Regional Director



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SCHOOL PERFORMANCE

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Proficiency Studies Program	<i>Provide resourcing and scheduling to implement whole school proficiency program focussed on reading, number, spelling & Comprehension</i>	Proficiency Program Implemented	All classes	Term 1	David Cramb	GRG allocation
<i>A balanced integrated and aligned curriculum from P-6 based on ACARA</i>	<i>Continue implementation of ACARA: Australia Curriculum: Maths, English, Science, Humanities: adopt school program as in school implementation plan</i>	Curriculum program implemented and units plans complete	All classes	Term 1	Tracey Pryce	ACARA
<i>School Assessment Framework</i>	<i>Review assessment practices to ensure all processes directly align with school priorities & support teacher judgement</i>	Assessment Schedule Complete	All classes	T1 -4	Nicole Aird	ACARA
<i>Alignment to programs, assessment and recording</i>	<i>Regular moderation (reflective partners, junctures, school, alliance schools)</i>	Moderation process each term	All classes	T1-4	Tracey Pryce	
<i>Collaborative planning & moderation</i>	<i>Opportunities for whole, staff, juncture & individual meetings with CC</i>	Teachers meeting completed	All teachers	T1-4	Tracey Pryce	
<i>Distributive curriculum leadership</i>	<i>Provide time for Curriculum Coordinator</i>	CC time provided	CC	T1-4	Tracey Pryce	Staffing allocation
<i>Reading Strategy</i>	<i>Provide teacher aide to implement Rocket readers & Rip It Up Reading program</i>	Students identified & program implemented: school wide & systemic data to show improvement	100% NMS Level 5 PM (Prep)	T1-4	Angela Low/Nicole Aird	Great Results Guarantee
<i>Further develop pedagogical strategies for teachers in Numeracy</i>	<i>Provide Numeracy & Assessment Coordinator</i>	Coach provided: Numeracy program implemented	100% NMS: Decile 5: ↑2 bands. Decile 6 Mean	T1-4	David Cramb	Great Results Guarantee 0.1 staffing allocation

SUCCESSFUL LEARNERS

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
<i>New Learning Initiative</i>	<i>Design & Implement New Learning: targeted, personalised & engaging teaching & learning</i>	<i>Continue to embed 'New Learning' initiative including the T&L Cycle, the 7 Habits & Kids matter</i>	Initiative continues: students participate in visuals displays & symbols, class posters, awards	All classes	David Cramb	Covey: The 7 Habits of Highly Effective People Covey: The Leader in Me Marzano: Leadership Evaluation Model
<i>Collegial support</i>	<i>Embed Collegial Support Program using Reflective Partners and Watch Others Work</i>	<i>Embed Collegial Support Program using Reflective Partners: link to peer coaching model</i>	Program implemented: all teachers & aides matched with buddy.	All staff	David Cramb	
<i>Opportunities for school and community collaboration.</i>	<i>Continue Community activities</i>	<i>Continue Community activities as required</i>	Activities completed	All	David Cramb	
<i>Parent Support</i>	<i>Provide regular parent meetings & workshops using the Leaders' Centre through Kids Matter initiative</i>	<i>Provide regular parent meetings & workshops using the Leaders' Centre through Kids Matter initiative</i>	Meetings implemented	2 per term	Nicole Aird Philip Quinn	Kids Matter
<i>Early Years Initiative</i>	<i>Investigate Strategies to develop 'play-group' style parent & student education programs & employ 'Early Years Coordinator' at 0.1.</i>	<i>Investigate Strategies to develop 'play-group' style parent & student education programs & employ Early Years Coordinator</i>	Plan developed for implementation	Community	David Cramb	
<i>PBL</i>	<i>Continue implementation of PBL and have Launch</i>	<i>Participate in training for SWPBS & implement</i>	Complete training	Team	Amy Pepper	\$5000 (PD & training costs)
<i>Attendance</i>	<i>Continue strategies to improve school attendance rates.</i>	<i>Implement program to improve student absence rates</i>	Aim for 95% attendance	95%	David Cramb	

TEACHING QUALITY

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
<i>One Child, One Learner</i>	<p><i>Use Proficiency Studies to provide base ideology for differentiation programs</i></p> <p><i>Continue use of Aus Identities</i></p> <p><i>Implement Individual Learning Plans for targeted students</i></p> <p><i>Implement Personal Learning profiles in Prep to provide process to link personality & temperament theory to pedagogy</i></p> <p><i>Further establish academic goal setting processes</i></p> <p><i>Use TORCH, PATM, PM/IPI (or equivalent) and WTW to inform planning & pedagogy</i></p>	All programs implemented & data presented through personal profile & data notebook	All students	TI-4	David Cramb	Great Results Guarantee
<i>Pedagogical development</i>	<p><i>Implement the T&L Cycle including Dimensions of T&L as a philosophical base form pedagogy.</i></p> <p><i>Implement & link Thinking Skills Framework</i></p> <p><i>Review Ped Framework document to link the 'what, 'who' & 'how'</i></p> <p><i>Implement Proficiency teaching in reading, number, comprehension & spelling.</i></p> <p><i>Implement 7 Habits Teaching Matrix</i></p> <p><i>Continue PBL Teaching Matrix</i></p>	<p>T&L Cycle implemented: processes demonstrated through supervisor meetings & walk through</p> <p>Discussion of First Steps Number (training complete in 2013)</p> <p>Walk through & meetings</p>	All teachers	TI-4	David Cramb	
<i>Data development & analysis & assessment</i>	<p><i>Review & update assessment schedule</i></p> <p><i>Provide process to record student profiles, curriculum documents and data notebooks support</i></p> <p><i>Continue to use 1 School to record & analyse data</i></p>	Data collected, presented & analyzed as per Assessment Schedule	All teachers	TI-4	David Cramb Tracey Pryce	
			3/5 TI			



	<p><i>Continue NAPLAN plan in 2015 teach/test/report cycle</i></p> <p><i>Continue use of TORCH as a major driver of pedagogical development in comprehension</i></p> <p><i>Use PATM and analysis with NAPLAN to band & group 'like' students and confirm behaviours in number</i></p> <p><i>Align data & targets to identify national decile profile</i></p>	NAPLAN Schedule implemented	2/4 T4			
<i>Professional Development</i>	<ul style="list-style-type: none"> • <i>Continue relevant PD in PBL</i> • <i>Continue relevant PD in Word Their Way</i> • <i>Provide PD in Thinking Skills Framework & Aus Identities</i> • <i>Staff to visit schools operating with alternative & engaging student learning models</i> • <i>PD Plan to include: Reading & Number, TORCH, Words their Way, PBL</i> 	<p>Continue implementation of PBL</p> <p>Investigate suitable provider & implement</p>	School	T4	David Cramb Amy Pepper	
<i>Performance Development Framework</i>	<ul style="list-style-type: none"> • <i>Develop awareness Australian Professional Standards for Teachers</i> • <i>Implement new Teacher Performance Framework</i> • <i>Include T&L & Reading Observation Checklists.</i> 	Framework implemented	All teachers with completed folder	T2-4	David Cramb	

PRINCIPAL LEADERSHIP AND PERFORMANCE

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
<i>Use Leadership Evaluation Model(Marzano)</i>	<i>Implement LEM & link to Ped framework & T&L Cycle</i>	<i>Implement LEM & link to Ped framework</i>	All staff	T1-4	David Cramb	
<i>Distributive Leadership</i>	<i>Identify key staff in leadership roles through curriculum, pedagogy, student & staff support and resourcing.</i>	<i>Identify key staff in leadership roles through curriculum, pedagogy, student & staff support and resourcing.</i>	All staff	T2	David Cramb	
<i>Professional Support and Development</i>	<i>Continue Reflective Partners: planning, professional & collegial support Continue supervision and meeting schedule (terms) Watching Others Work</i>	<i>Continue Reflective Partners: planning, professional & collegial support Continue supervision and meeting schedule (terms) Watching Others Work</i>	All staff	T1-4	David Cramb Tracey Pryce	Great Results Guarantee
<i>Leadership Development & Professional Learning</i>	<i>Commence Doctor of Education Participate in leadership development opportunities including Principal's Conferences</i>	<i>Participate in leadership development opportunities including Principal's Conferences</i>		T1-4	David Cramb	Griffith University

LOCAL DECISION MAKING

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
<i>Effect use of resources.</i>	<i>Implement Proficiency Studies program by re-organising teacher aide time to maximise student contact.</i>	Program Implemented	All classes (14 sessions per week)	T1-4	Tracey Pryce Angela Low	GRG
<i>A School Leadership Team</i>	<i>Using GRG funding to provide quality leadership team in targetted areas:</i> <ul style="list-style-type: none"> • Curriculum Coordinator • Reading Coordinator • Intervention & Assessment Coordinator • Early Years Liason Officer 	T&L Team Established	Weekly meetings	T1-4	David Cramb	
<i>Building School Culture & Ownership</i>	<i>Encourage community input into decision making and policy development including partmerships with Jacobs Well Progress Association</i>	Events Completed	Meetings & events	T1-4	David Cramb	David Allen (JWPA)
<i>School Review</i>	<i>Build a team to review school practices, examine learnings from 'We are Leaders' and build new Stratgic Plan based around 'New Learning' approach.</i>	Team established & new plan written	New Strategic Plan complete	T1-4	David Cramb	
<i>Early Years</i>	<i>Establish 'Early Years Liason Officer' to work with Kindy and long day care providers to establish networks, share pedagogy and support transision</i>	Program developed	Early Years Community	T2-4	Sam Janke	

