



Kawungan State School Annual Implementation Plan 2017

School Improvement Priorities 2017

Improvement priority - *Writing*

Strategy – Build leadership capacity.			
Actions	Targets	Timelines	Responsible Officer/s
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice writing pedagogy.		Semester 1 and 2, 2017	Principal
Identify and recruit a 'champion' in Writing		January 2017	Principal and Leadership team
Use I4S funding to support Writing cohort leaders positions	I4S funding expended by end of year	2017 I4S funding	Principal and BSM
Strategy – Build teacher quality			
Actions	Targets	Timelines	Responsible Officer/s
Develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas.	Student portfolios demonstrate improvement in every student's writing samples.	Cluster Networks	HOD-RS HOC Cohort Leaders Teaching Staff
Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent.		10 minute maths staff briefing each Staff Meeting	Cohort Leaders
Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in writing	100% of students can clearly articulate their Writing Learning Goal	Planning Meetings	Cohort Leaders HOC Teachers
Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum		Planning Meetings	HOC Cohort Leaders Teachers
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices.		Ongoing	Principal Leadership Team Cohort Leaders
Provide opportunities for staff to engage in moderation within and across schools.		1 per term	All cluster schools
Deepen staff knowledge understanding and pedagogical practice of the 4 writing procedures i.e. Modelled Writing; Shared and Interactive Writing; Guided Writing & Independent Writing. Align writing pedagogy to Pearson's Gradual Release of Responsibility Model. Develop student competence in the 4 writing processes of Planning, Drafting, Refining and Publishing.	Survey data indicates 85% satisfaction staff knowledge has increased. 85% staff achieving writing goal as identified in DPP by	Writing cluster meetings Planning Meetings	HOD-RS HOC Cohort Leaders
Align DPP for staff to the writing strategy		DPP Meeting – Semester 1 and 2	Principal Deputy Principal

	end of year		
Strategy – Successful Learners			
Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing		Planning Meetings - Pre	HOD-RS HOC Cohort Leaders
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term – Pre and Post	HOC Cohort Leaders Teachers

Strategy – School Performance			
Actions	Targets	Timelines	Responsible Officer/s
Collect and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	85% of students achieving A – C in English	Week 10 Semester 1 Week 9 Semester 2	Principal and leadership team
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Week 2 Planning Meeting each term	Cohort Leaders HOC Teacher
Strategy – Local Decision Making			
Actions	Targets	Timelines	Responsible Officer/s
Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades	100% of parents aware of Writing as the EIA	ongoing	Principal All Staff
Provide opportunity for parents to engage with writing pedagogy through identified whole school events.	50% of parents attend professional learning	1 per semester	HOC All staff



School Improvement Priorities 2017

Improvement priority - Reading

Strategy – Building leadership capacity			
Actions	Targets	Timelines	Responsible Officer/s
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice reading pedagogy		Term 1	Principal
Sustain literacy coach		Ongoing	Principal
Use I4S funding to support Reading cohort leaders position		Term 1	HOC
Analyse and Share collated school data-sets (reading data A-E, NAPLAN, Diagnostic)		Term 1	HOC/DP
Explore cohort data through data conversations with leadership team		Semester 1 & 2	HOC
Audit current reading pedagogy and framework		Term 1	Principal
Promote awareness of the reading improvement agenda to the broader school community	Parent SOS Data	Term 1 & Ongoing	Principal
Strategy – Building teacher capacity			
Actions	Targets	Timelines	Responsible Officer/s
Access HOD – RS to create and provide opportunities for professional learning within the Australian Curriculum around reading	All Staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English	Semester 1	Principal/DP/Leadership members
Implement focussed Professional Learning Communities on implementing a Balanced Reading Program (includes Gradual Release Model)		Term 1 Ongoing	As above
Through the PLCs embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron)	DPP – all staff have identified an aspect of reading to develop	Semester 1	As above
Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement		Term 1 ongoing	As above
Provide opportunities for teachers to engage with Instructional (Learning) Rounds to sharpen consistency of practice		Semester 2	As above
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices	All teachers receive support	Term 1	As above
Align DPP for staff to the reading strategy	85% staff achieving reading goal as identified in DPP by end of year	DPP Meeting – Semester 1 and 2	As above
Timetable regular meetings with HOC to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weaknesses that are occurring within each cohort to differentiate teaching and inform the teaching and learning program aligned to the curriculum. Assessment tools include (diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative C2C reading assessment to map performance against the standard)	Term meetings for every teacher around tracking reading progress and the alignment to curriculum planning 85% Students achieving A-C in English Achieving similar to like schools for National Mean in	Ongoing	As above

	Reading		
Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of Reading (A-E Data) to create consistency of A-E Data	Twice a year internal moderation Twice a year cluster moderation	Term 2 & Term 4	
Strategy – Successful learners			
Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading setting			
Analysis student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term – Pre and Post	HOC Cohort Leaders Teachers
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Ongoing	Principal

Improvement priority

Strategy – School performance			
Actions	Targets	Timelines	Responsible Officer/s
Collect and triangulate Reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff.		Ongoing	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Termly	
Communicate reading improvement of students to parents through individualised reading goals	Parent SOS DATA	Term 1 ongoing	
Celebrate reading progress within the wider community through newsletters and parade		Termly	
Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement	Reading level trackers	Term 4	
Strategy – Local decision making			
Actions	Targets	Timelines	Responsible Officer/s
Communicate reading improvement of students to parents through individualised reading goals	Parent SOS DATA	Term 1 ongoing	Principal, all staff
Celebrate reading progress within the wider community through newsletters and parade	100% of parents aware of Writing as the EIA		Principal, all staff
Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement	Reading level trackers	Term 4	Principal, all staff, HOC



School Improvement Priorities 2017

Improvement priority - Numeracy

Strategy – Build leadership capacity.			
Actions	Targets	Timelines	Responsible Officer/s
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice mathematics pedagogy.		Semester 1 and 2, 2017	Principal
Identify and recruit school based mathematics cohort leaders	Establish cohort leaders	Commence January 2017	Principal and Leadership team
Use I4S funding to support mathematics cohort leaders position	I4S funding expended by end of year	2017 I4S funding	Principal and BSM
Strategy – Build teacher quality			
Actions	Targets	Timelines	Responsible Officer/s
Build teacher capacity to recognise and remediate key misconceptions through NCR Diagnostics papers pre and post testing.	All teachers using the diagnostic tool as pre and post-test. Survey data indicates 85% satisfaction staff knowledge has increased. 85% staff achieving numeracy goal as identified in DPP by end of year 85% Yr 1-6 A/B/C	Cluster Networks – 6 per year	HOD-RS HOC Cohort Leaders Teaching Staff
Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent.		10 minute maths staff briefing each Staff Meeting	Cohort Leaders
Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context.		Planning Meetings	Cohort Leaders HOC Teachers
Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum		Planning Meetings	HOC Cohort Leaders Teachers
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices.		Ongoing	Principal Leadership Team Cohort Leaders
Provide opportunities for staff to engage in moderation within and across schools using the NCR paper diagnostic tool.		1 per term	All cluster schools
Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding, problems solving		Numeracy cluster meetings Planning Meetings	HOD-RS HOC Cohort Leaders
Align DPP for staff to the numeracy strategy	DPP Meeting – Semester 1 and 2	Principal Deputy Principal	
Strategy – Successful Learners			
Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality assessment		Planning Meetings - Pre	HOD-RS HOC

tasks.			Cohort Leaders
Analyse student diagnostic, formative & summative data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term – Pre and Post	HOC Cohort Leaders Teachers
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Weekly attendance review	Deputy Principal

Strategy – School Performance			
Actions	Targets	Timelines	Responsible Officer/s
Triangulate Mathematics data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	85% of students achieving A – C in Mathematics	Week 10 Semester 1 Week 9 Semester 2	Principal and leadership team
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Week 2 Planning Meeting each term	Cohort Leaders HOC Teacher
Strategy – Local Decision Making			
Actions	Targets	Timelines	Responsible Officer/s
Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades	100% of parents aware of Numeracy as the school EIA	ongoing	Principal All Staff
Provide opportunity for parents to engage with mathematics pedagogy events	50% of parents attend professional learning	1 per semester	HOC All staff

Endorsement

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



Simon Boss-Walker

Principal

24th February 2017



Jodi Bryan

P and C President



Steven Case

Assistant Regional Director

