Key Priorities for 2015
- **Reading**
  * Explicit teaching of comprehension strategies Year 4-6
  * Intervention for Prep-3 – decoding strategies
- **Writing**
  * Explicit teaching of Writing Genre, Structure, and developing and communicating ideas
  * Explicit teaching of spelling through Jolly phonics (P-1) and Spelling mastery (3-6)
- **Build Staff Capacity across a range of professional competencies**
- **Review and update Responsible Behaviour Plan for Students**

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.

Principal

P and C/ School Council

Assistant Regional Director
2015 Annual Implementation Plan
Clare State School

Key Priorities for 2015
- Reading
  • Explicit teaching of comprehension strategies Year 4-6
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Principal ................................................. P and C/ School Council

Assistant Regional Director

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.
<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resource/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key priorities: Provide quality schooling through curriculum programs that cater for individuals, educational initiatives and societal expectations.</td>
<td>Continue to review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of Civics and Citizenship and Business and Economics. Continue to monitor and evaluate the use of Curriculum into the Classroom (C2C) materials for efficient and effective implementation.</td>
<td>Whole school implementing the Australian Curriculum through adapting C2C units of work to suit school setting and context for learning. Students in years 1-6 achieving a C standard or higher on their end of semester reports in all subject areas.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>100% teachers On going</td>
<td>Principal Class Teachers</td>
<td>One School, release of C2C materials as per release schedule.</td>
</tr>
<tr>
<td>Embed the use of individualised learning goals and targets.</td>
<td>Embed the culture of goal setting through further developing student skills in setting and enacting their own learning goals. Establish Specific Measurable Attainable Realistic and Timely goals (SMART) across the school. Embed current process of collecting and displaying student data including data folios and data walls. Embed 5 Questions for students.</td>
<td>Visible display of Data Analysis located in Staff room, data walls in use in classroom. Data discussions occur on a regular basis. Teaching staff know the data for each student in their class and use to plan effectively. Students know their own data and what they need to do to improve.</td>
<td>Principal Teachers Students</td>
<td>Student Folios</td>
</tr>
<tr>
<td>Teaching and Learning Audit recommendation</td>
<td></td>
<td>Embedded Term 1</td>
<td></td>
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<td></td>
<td></td>
<td>Embedded Term 1</td>
<td>Principal Teachers Students</td>
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<td></td>
<td>Embedded Ongoing</td>
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<tr>
<td></td>
<td></td>
<td>100% of students Ongoing</td>
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</tbody>
</table>
| Provide explicit feedback to students on their progress and areas for development. | Embed the use of regular and timely feedback to students on their progress in all learning areas.                                               | Students are satisfied that ‘teachers provide me with useful feedback about my school work’. Students are satisfied that ‘teachers encourage me to do my best’. Teachers are implementing Pre-testing strategies for all C2C English Units. Guides to Making Judgement are displayed and referred to in every classroom. Students can identify what they are learning, how they are going and how they can improve. | Principal Teachers Students | SOS Students - $2040  
SOS Students - $2059  
Class Displays |
|                                                                                   |                                                                                             | 100% Term 4                                                                                                                               | Principal Teachers Students |                                                                                 |
## Great People

### Teaching Quality and Principal Leadership and Performance

<table>
<thead>
<tr>
<th>School Strategies</th>
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</thead>
</table>
| **School Wide process for differentiation, unpacking and moderation** | Implement a school wide process and expectation for documenting, planning and reviewing of One School Unit Plans.  
• Documented differentiation process.  
• Documented unpacking process for English Units.  
Further develop moderation processes to enhance the consistency and validity of A–E reporting data.  
• Regular school based moderation.  
• Opportunities to moderate with larger schools.  
• Continue to implement moderation at PLC level. | School utilising One School Units for documentation of differentiation processes. | All Teachers implementing | Term 1 | Principal Class Teachers | One School – Unit Plans |
| **Teaching and Learning Audit Recommendation:** Develop a school wide process for differentiation. Reinforce planning requirements to ensure consistency of planning and adjustments for students’ differentiated learning by all teaching staff. | Evidence based teaching practices | Embed our pedagogical framework, which articulates the school’s approach to teaching. | Pedagogical Framework. | Embedded and reviewed | Ongoing | All staff |
| **Teaching and Learning Audit Recommendation:** Continue development of evidence based teaching practices through the implementation of the pedagogical framework | Classroom walkthroughs, observations and professional conversations between teaching staff and Principal. | Staff are satisfied they receive helpful feedback. | Staff believe they receive opportunities to improve their skills and know what to teach. | 100% | Term 4 | Term 1 | 100% | Term 4 | Principal | 100% | Term 1 | Principal |
| **Data collection and Analysis** | Further develop teacher capacity in monitoring and analysing A – E data against standardised text instruments and NAPLAN results;  
• Utilise class dashboard on One School.  
• Document and discuss data trends and discrepancies.  
Continue to develop and improve class and whole school data displays with focus on school priorities. | Teachers utilising class dash board on One School. | Implemented | Term 1 | Teachers | One School Dash board |
| **Teaching and Learning Audit Recommendation:** Further develop teachers’ skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school wide targets. | Documented data meetings discussing academic and behaviour data. | Identified data walls embedded and regularly updated across the school. | Documented data meetings discussing academic and behaviour data. | Embedded | Term 1 | Principal | Principal Teachers |
| **Continuous development of leadership skills through the annual Principal Performance Development Plan (PPDP) linked to the Australian Professional Standards for Principals.** | Purposeful data walls embedded and regularly updated across the school. | PPDP | Developed | Term 1 | Principal and ARD | PPDP |

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Description</th>
<th>Target</th>
<th>Date</th>
<th>Responsible Officer</th>
<th>Resource/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>School utilising One School Units for documentation of differentiation processes.</td>
<td>All Teachers implementing</td>
<td>Embedded</td>
<td>Term 4</td>
<td>Principal Class Teachers</td>
<td>Document attached to One School Plan</td>
</tr>
<tr>
<td>Teachers involved in unpacking processes for all C2C English Units.</td>
<td>All Teachers</td>
<td>Ongoing</td>
<td>Principal Class Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers involved in a rigorous moderation process at school and external to our school.</td>
<td>All Teachers</td>
<td>Ongoing</td>
<td>Principal Class Teachers PLC members</td>
<td></td>
<td></td>
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<tr>
<td>Validated teacher marking and consistency across schools.</td>
<td>All Teachers</td>
<td>Ongoing</td>
<td>PEAAC</td>
<td></td>
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</tr>
<tr>
<td>Pedagogical Framework.</td>
<td>Embedded and reviewed</td>
<td>Ongoing</td>
<td>All staff</td>
<td></td>
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</tr>
<tr>
<td>Classroom walkthroughs, observations and professional conversations between teaching staff and Principal.</td>
<td>Embedded</td>
<td>Term 1</td>
<td>All Staff lead by Principal</td>
<td></td>
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</tr>
<tr>
<td>Staff are satisfied they receive helpful feedback.</td>
<td>100%</td>
<td>Term 4</td>
<td>SOS item #24</td>
<td></td>
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<tr>
<td>Individual developing performance plans for whole staff.</td>
<td>100%</td>
<td>Term 1</td>
<td>Principal</td>
<td></td>
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</tr>
<tr>
<td>Staff believe they receive opportunities to improve their skills and know what to teach.</td>
<td>100%</td>
<td>Term 4</td>
<td>SOS item #25</td>
<td></td>
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<tr>
<td>Explicit feedback provided through classroom observations across PLC schools.</td>
<td>Implemented</td>
<td>Term 1</td>
<td>Principal</td>
<td>DPP’s</td>
<td>SOS item #25</td>
</tr>
<tr>
<td>Teachers utilising class dash board on One School.</td>
<td>Implemented</td>
<td>Term 1</td>
<td>Teachers</td>
<td></td>
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</tr>
<tr>
<td>Documented data meetings discussing academic and behaviour data.</td>
<td>Implemented</td>
<td>Term 1</td>
<td>Principal Teachers</td>
<td></td>
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<tr>
<td>Purposeful data walls embedded and regularly updated across the school.</td>
<td>Embedded</td>
<td>Term 1</td>
<td>Principal Teachers</td>
<td></td>
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<tr>
<td>Reviewed</td>
<td>Ongoing</td>
<td>Principal Teachers</td>
<td></td>
<td></td>
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<tr>
<td>PPDP</td>
<td>Developed</td>
<td>Term 1</td>
<td>Principal and ARD</td>
<td>PPDP</td>
<td></td>
</tr>
<tr>
<td>Maintain and develop mentoring and feedback opportunities through professional relationships with neighbouring Band 5 &amp; 6 schools within the Professional Learning Community</td>
<td>Participate in the Burdekin Band 5/6 PLC.</td>
<td>Attendance at Burdekin Band 5/6 PLC meetings.</td>
<td>All meetings</td>
<td>Each term</td>
<td>Principal</td>
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<tr>
<td>Continue mentoring another Band 5 Principal.</td>
<td>Mentor/Mentee relationship is established and productive.</td>
<td>Implemented</td>
<td>Term 1</td>
<td>Principal</td>
<td>---</td>
</tr>
<tr>
<td>Continue to build collegial base through work with PLC Principals.</td>
<td>Reviewed</td>
<td>Term by term</td>
<td>Principal</td>
<td>---</td>
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</tr>
<tr>
<td>Work Shadow Deputy Principal East Ayr State School.</td>
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</tr>
<tr>
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<td>Responsible Officer</td>
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</tbody>
</table>
| **Combined focus on the development of student capability and improvement in Reading outcomes.** | Further embed whole school intervention model:  
  - Purchase extra teachers for support intervention model.  
  - Increase teacher aide hours to support intervention model.  
  - Explicit teaching of comprehension strategies – CARS and STARS.  
  - Complete PAT R. | **Performance Measures**  
  - P-3 students PM benchmark levels are at or above targets identified in the school assessment overview and in line with regional regression analysis.  
  - Student improvement in PAT R effect size by greater than 0.4 per year.  
  - Students achieve or surpass PAT R Scale scores as per Assessment overview.  
  - NAPLAN performance in Upper 2 Bands reading in year 3 and 5 (4 students). | **Date** | **Evidence** |
| | | **Description** | **Target** | **Date** | **Principal** | **Whole Teaching Staff** |
| | | 100% | Observe each term | Literacy and Numeracy budget to support increased Teacher and Teacher Aide time. Cost Code 203200- | PAT testing. |
| | | | | | NAPLAN testing. |
| **Combined focus on the development of student capability and improvement in Writing outcomes.** | Further embed a whole School intervention model:  
  - Phonics program in P-1:  
    - Explicit teaching of Phonics strategies (Jolly Phonics).  
  - Whole School Spelling Program Year 2-6.  
    - Explicit teaching of spelling strategies (Spelling Mastery).  
  - Complete PAT S testing.  
  - Complete NAPLAN testing. | **Performance Measures**  
  - Teaching Staff Embedding explicit teaching of spelling strategies and concepts.  
  - Student Improvement in PAT S effect size by 0.4 per year.  
  - Students achieve or surpass PAT S Scale scores as per Assessment overview.  
  - NAPLAN performance in Upper 2 Bands Spelling in year 3 and 5 (4 students). | **Date** | **Evidence** |
| | | **Description** | **Target** | **Date** | **Principal** | **Class Teachers Support Staff** |
| | | 100% staff | End Term 2 | Principal Observation records | PAT testing |
| | | | | | NAPLAN testing |
| **Embed a whole school intervention model:**  
  - Focus Writing groups for year 3 and 5.  
  - Purchase teacher to support intervention.  
  - Explicit teaching of Genre, Structure and idea development.  
  - Enrol students in and engage with the Students Achieving Success Program – Charters Towers School of Distance Ed. | **Performance Measures**  
  - NAPLAN performance in Upper 2 Bands Writing in year 3 and 5 (4 students).  
  - Teaching staff implement explicit teaching of writing strategies.  
  - Student improvement in Short term Data cycles. | **Date** | **Evidence** |
| | | **Description** | **Target** | **Date** | **Principal** | **Class Teachers Intervention Teacher** |
| | | 3 out of the 4 students | October | Literacy and Numeracy budget and Great Results Guarantee | NAPLAN testing |
| | | | | | Data Analysis |
| **Implement Great Results Guarantee** | Implement and embed Intervention models as above. | **Performance Measures**  
  - Teachers fully engaged with and implementing intervention models. | **Date** | **Evidence** |
| | | **Description** | **Target** | **Date** | **Principal** | **All staff** |
| | | 100% | Ongoing | Great Results Guarantee funds | |
| **Charter of expectations**  
  - Academic  
  - Attendance  
  - Behaviour  
  - Community  
  - Teaching and Learning | Further embed high expectations for our students and ourselves in the areas of: Learning, book work, presentation, communication and behavior. | **Performance Measures**  
  - Parents and students believe Clare State School is a good School.  
  - Parents and Students believe they or their child is getting a good education.  
  - Whole School attendance is maintained at current high attendance rates.  
  - Parents and students are satisfied that Clare State School encourages children to do their best. | **Date** | **Evidence** |
| | | **Description** | **Target** | **Date** | **Principal** | **All staff** |
| | | 100% | Term 4 | SOS – Parent item # 2035,2016  
  SOS – Student item # 2033,2048 | Principal  
  Whole School Community  
  OneSchool Performance Dashboard |
| | | | | | | SOS – Student item # 2039  
  SOS – Parent item # 2005 |
## Engaged Partners

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

<table>
<thead>
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<th>Responsible Officer</th>
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</thead>
<tbody>
<tr>
<td><strong>Key priorities:</strong> Develop productive partnerships with students, staff, parents and the community.</td>
<td>Continue to embed Parent and Community Engagement Framework.</td>
<td>Parent and Community Engagement Framework.</td>
<td>Embedded</td>
<td>Principal</td>
</tr>
</tbody>
</table>
| | Continue high level communication of key issues with the whole school community:  
- EQ initiatives.  
- School events. | Parents, students and staff feel the school keeps them well informed. | 100% | Term 4 | Principal | SOS – Parent item # 2025  
SOS – Staff item # 14  
School newsletter  
Website, Face Book.  
SOS – Parent item # 2034 |
| | Embed a culture that allows for sharing of ideas and feedback through community Forums:  
- Provide opportunities for members of the school community to voice their concerns/opinions.  
- Actively listen to feedback and act accordingly. | Parents satisfied there is a good sense of community at Clare State School. | 100% | Term 4 | Principal |
| | Embed the cluster/local school plan to transition Year 6 to high school including liaising with local State High Schools. | Transition to high school plan. | Implemented | Ongoing | Principal Cluster Principals | Transition to high school plan. |
| | Continue to engage with local community, kindergartens and other Pre-Prep facilities to foster working partnerships and boost enrolments.  
- Under 8’s day.  
- Establish Playgroup.  
- Prep-Prep open days.  
- Letter drop/advertising. | Wider Clare Community and Burdekin pre-prep facilities receive a letter and school flyer. | Embedded | Term 1 | Principal Teaching Staff Teacher Aide | 2015 enrolments |
| | Playgroup established. | Playgroup established. | Implemented | Term 1 | Principal Community | Community engagement  
Enrolment trend |
| | Increased enrolments across 2015 and beyond. | Increased enrolments across 2015 and beyond. | 6 new enrolments for 2016 | Term 1 2016 | Principal Community | Community engagement  
Enrolment trend |
| **Maintain a safe, supportive, inclusive and disciplined learning environment.** | Embed Learning and Well Being Framework. | Students satisfied they feel safe at Clare State School and behaviour is managed well. | 100% | Term 4 | Principal All teaching staff | SOS – Student item # 2037  
SOS – Student item # 2044 |
| | Review Responsible Behaviour Plan for Students. | Review Responsible Behaviour Plan for Students. | Implemented | Term 1 | Principal Teaching staff Community | Responsible Behaviour Plan |
| | Review and communicate school rules, making them more user friendly. | Review and communicate school rules, making them more user friendly. | Implemented | Term 2 | Principal Teaching staff Community | Responsible Behaviour Plan |
| | Review the implementation of You Can Do it program to ensure that this philosophy is being consistently delivered to all classes. | Review the implementation of You Can Do it program to ensure that this philosophy is being consistently delivered to all classes. | Implemented | Term 1 | Principal Teaching staff Community | Responsible Behaviour Plan |
| | Investigate using the Habits of the Mind to develop individual learning-behaviour goals to further reinforce the Keys to Success philosophy. | Investigate using the Habits of the Mind to develop individual learning-behaviour goals to further reinforce the Keys to Success philosophy. | Implemented | Term 1 | Principal Teaching staff Community | Responsible Behaviour Plan |
| | Implement Essential Skills for Classroom Management (Profiling) for a consistent approach to classroom management. | Implement Essential Skills for Classroom Management (Profiling) for a consistent approach to classroom management. | Implemented | Term 2 | Principal Teaching staff Community | Responsible Behaviour Plan |
| | Utilise the functionality of One School Class Dashboard, to analyse behaviour and attendance. | Utilise the functionality of One School Class Dashboard, to analyse behaviour and attendance. | Implemented | Term 1 | Principal Whole staff | Class Dashboard |
| | | | Implemented | Term 1 | Principal Whole staff | Class Dashboard |
| | | | Implemented | Term 2 | Principal Whole staff | Class Dashboard |
| | | | Implemented | Term 4 | Principal Whole staff | Class Dashboard |