

# 2015 Annual Implementation Plan

Department of Education, Training and Employment

Clare State School

## Key Priorities for 2015

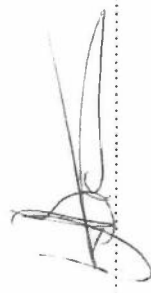
- **Reading**
  - *Explicit teaching of comprehension strategies Year 4-6*
  - *Intervention for Prep-3 – decoding strategies*
- **Writing**
  - *Explicit teaching of Writing Genre, Structure, and developing and communicating ideas*
  - *Explicit teaching of spelling through Jolly phonics (P-1) and Spelling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

## Documents attached include

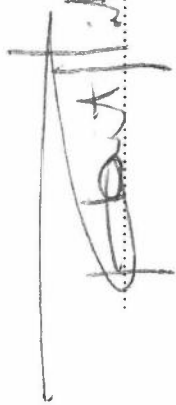
- The Budget Overview Report

## 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

## 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.

# 2015 Annual Implementation Plan

Clare State School

## 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**

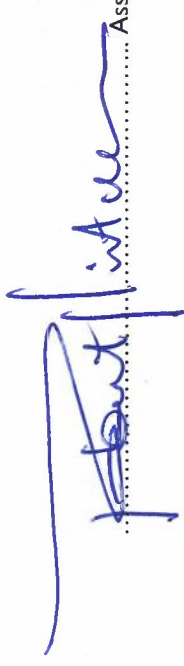
## Documents attached include

- 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

## 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.

## SUCCESSFUL LEARNERS

'Successful Learners'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p><b>Key priorities:</b> Provide quality schooling through curriculum programs that cater for individuals, educational initiatives and societal expectations.</p>	<p>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.</p> <p>Continue to monitor and evaluate the use of Curriculum into the Classroom (C2C) materials for efficient and effective implementation.</p>	Whole school implementing the Australian Curriculum through adapting C2C units of work to suit school setting and context for learning.	100% teachers	On going	Principal Class Teachers	One School; release of C2C materials as per release schedule.
		Students in years 1-6 achieving a C standard or higher on their end of semester reports in all subject areas.	100% Students	End of Term 2  End of Term 4		
<p>Embed the use of individualised learning goals and targets.</p> <p><b>Teaching and Learning Audit recommendation</b></p>	<p>Embed the culture of goal setting through further developing student skills in setting and enacting their own learning goals.</p> <p>Establish Specific Measurable Attainable Realistic and Timely goals (SMART) across the school.</p> <p>Embed current process of collecting and displaying student data including data folios and data walls.</p> <p>Embed 5 Questions for students.</p> <p>Embed the use of regular and timely feedback to students on their progress in all learning areas.</p>	Visible display of Data Analysis located in Staff room, data walls in use in classroom.	Embedded	Term 1	Principal Teachers Students	Student Folios
		Data discussions occur on a regular basis.	Embedded	Term 1		
		Teaching staff know the data for each student in their class and use to plan effectively.	Embedded	Ongoing		
		Students know their own data and what they need to do to improve.	100% of students	Ongoing		
		Students are satisfied that <i>'teachers provide me with useful feedback about my school work'</i> .	100%	Term 4		
<p>Provide explicit feedback to students on their progress and areas for development.</p>	<p>Embed Pre-testing at the beginning of C2C units of work to ensure best practice and focussed teaching can be achieved.</p> <p>Explicitly teach what is required of each student for each assessment task using GTMJ's and Assessment samples to reinforce.</p>	Students are satisfied that <i>'teachers encourage me to do my best'</i> .	100%	Term 4	Principal Teachers Students	SOS Students - S2040 SOS Students - S2059
		Teachers are implementing Pre-testing strategies for all C2C English Units.	Implemented	Term 1		
		Guides to Making Judgement are displayed and referred to in every classroom.	Embedded	Term 4		
		Students can identify what they are learning, how they are going and how they can improve.	Embedded	Term 1		
			Embedded	Term 1		

# GREAT PEOPLE

## 'Teaching Quality' and 'Principal Leadership and Performance'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p>School Wide process for differentiation, unpacking and moderation</p> <p><b>Teaching and Learning Audit Recommendation:</b> 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.</p>	<p>Implement a school wide process and expectation for documenting, planning and reviewing of One School Unit Plans.</p> <ul style="list-style-type: none"> <li>Documented differentiation process.</li> <li>Documented unpacking process for English Units.</li> </ul> <p>Further develop moderation processes to enhance the consistency and validity of A-E reporting data.</p> <ul style="list-style-type: none"> <li>Regular school based moderation.</li> <li>Opportunities to moderate with larger schools.</li> <li>Continue to implement moderation at PLC level.</li> </ul>	<p>School utilising One School Units for documentation of differentiation processes.</p>	All Teachers implementing	Term 1	Principal Class Teachers	One School – Unit Plans
		<p>Teachers involved in unpacking processes for all C2C English Units.</p>	Embedded All Teachers	Term 4 Ongoing	Principal Class Teachers	Document attached to One School Plan
<p>Evidence based teaching practices</p> <p><b>Teaching and Learning Audit Recommendation:</b> Continue development of evidence based teaching practices through the implementation of the pedagogical framework</p>	<p>Embed our pedagogical framework, which articulates the school's approach to teaching.</p> <p>Continue to build whole school capacity with professional development aligned to Developing Performance Plans and School improvement agenda.</p> <p>Engage teachers in the annual teacher performance review process in line with the Australian Professional Standards for Teachers.</p> <p>Embed observation and feedback process:</p> <ul style="list-style-type: none"> <li>Formal observations utilising the NQR observation and feedback tool.</li> <li>Regular walkthroughs utilising the 5 Key questions for teachers and students.</li> <li>Essential Skills for Classroom Management (profiling).</li> </ul>	<p>Teachers involved in a rigorous moderation process at school and external to our school.</p> <p>Validated teacher marking and consistency across schools.</p>	All Teachers	Ongoing	Principal Class Teachers PLC members PEAAC	Minutes from meetings
		<p>Pedagogical Framework.</p> <p>Classroom walkthroughs, observations and professional conversations between teaching staff and Principal.</p>	All Teachers	Ongoing	All staff	
<p>Data collection and Analysis</p> <p><b>Teaching and Learning Audit Recommendation:</b> 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.</p> <p>Continued development of leadership skills through the annual Principal Performance and Development Plan.</p>	<p>Further develop teacher capacity in monitoring and analysing A – E data against standardised test instruments and NAPLAN results;</p> <ul style="list-style-type: none"> <li>Utilise class dashboard on One School.</li> <li>Document and discuss data trends and discrepancies.</li> </ul> <p>Continue to develop and improve class and whole school data displays with focus on school priorities.</p> <p>Develop Principal Performance Development Plan (PPDP) linked to the Australian Professional Standards for Principals.</p>	<p>Staff are satisfied they receive helpful feedback.</p> <p>Individual developing performance plans for whole staff.</p> <p>Staff believe they receive opportunities to improve their skills and know what to teach.</p> <p>Explicit feedback provided through classroom observations across PLC schools.</p>	100% 100% 100%	Term 4 Term 1 Term 4	Principal All Staff	SOS item #24 DPP's SOS item #25
		<p>Teachers utilising class dash board on One School.</p> <p>Documented data meetings discussing academic and behaviour data.</p> <p>Purposeful data walls embedded and regularly updated across the school.</p>	Implemented Implemented Embedded Reviewed	Term 1 Term 1 Term 4 Ongoing	Principal Principal Teachers Principal Teachers Principal Teachers	One School Dash board Minutes Visual data walls
<p>Continued development of leadership skills through the annual Principal Performance and Development Plan.</p>	<p>PPDP</p>	<p>Teachers utilising class dash board on One School.</p>	Implemented	Term 1	Teachers	One School Dash board
		<p>Reviewed</p>	Term 4	Principal Teachers	Minutes	

Maintain and develop mentoring and feedback opportunities through professional relationships with neighbouring Band 5 & 6 schools within the Professional Learning Community	Participate in the Burdekin Band 5/6 PLC. Continue mentoring another Band 5 Principal. Continue to build collegial base through work with PLC Principals. Work Shadow Deputy Principal East Ayr State School.	Attendance at Burdekin Band 5/6 PLC meetings.	All meetings	Each term	Principal	Burdekin Band 5/6 PLC
		Mentor/Mentee relationship is established and productive.	Implemented	Term 1	Principal	
			Reviewed	Term by term	Principal	

## HIGH STANDARDS

### ‘School Performance’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Combined focus on the development of student capability and improvement in Reading outcomes.	<ul style="list-style-type: none"> <li>Further embed whole school intervention model:                             <ul style="list-style-type: none"> <li>Purchase extra teacher hours to support intervention model.</li> <li>Increase teacher aide hours to support intervention model.</li> <li>Explicit teaching of comprehension strategies – CARS and STARS.</li> <li>Complete PAT R.</li> </ul> </li> </ul>	P-3 students PM benchmark levels are at or above targets identified in the school assessment overview and in line with regional regression analysis.	100%	Observe each term	Principal Whole Teaching Staff	Literacy and Numeracy budget to support increased Teacher and Teacher Aide time. Cost Code 203200-PAT testing.
		Student improvement in PAT R effect size by greater than 0.4 per year.	100%	November		
		Students achieve or surpass PAT R Scale scores as per Assessment overview.	100%	November		
		NAPLAN performance in Upper 2 Bands reading in year 3 and 5 (4 students).	3 out of the 4 students	October		
Combined focus on the development of student capability and improvement in Writing outcomes.	<ul style="list-style-type: none"> <li>Further embed a Whole School Intervention model:                             <ul style="list-style-type: none"> <li>Phonics program in P-1:                                     <ul style="list-style-type: none"> <li>Explicit teaching of Phonics strategies (Jolly Phonics).</li> </ul> </li> <li>Whole School Spelling Program Year 2-6.                                     <ul style="list-style-type: none"> <li>Explicit teaching of spelling strategies (Spelling Mastery).</li> </ul> </li> </ul> </li> <li>Complete PAT S testing.</li> <li>Complete NAPLAN testing.</li> </ul>	Teaching Staff Embedding explicit teaching of spelling strategies and concepts.	100% staff	End Term 2	Principal Class Teachers Support Staff	Principal Observation records
		Student Improvement in PAT S effect size by 0.4 per year.	100%	November		
		Students achieve or surpass PAT S Scale scores as per Assessment overview.	100%	November		
		NAPLAN performance in Upper 2 bands Spelling in year 3 and 5 (4 students)..	3 out of the 4 students	October		
Implement Great Results Guarantee	<ul style="list-style-type: none"> <li>Embed a Whole school intervention model:                             <ul style="list-style-type: none"> <li>Focus Writing groups for year 3 and 5.</li> <li>Purchase teacher to support intervention.</li> <li>Explicit teaching of Genre, Structure and idea development.</li> </ul> </li> <li>Enrol students in and engage with the Students Achieving Success Program – Charters Towers School of Distance Ed.</li> <li>Implement and embed intervention models as above.</li> </ul>	NAPLAN performance in Upper 2 Bands Writing in year 3 and 5 (4 students)..	3 out of the 4 students	October	Principal Class Teachers Intervention Teacher	Literacy and Numeracy budget and Great Results Guarantee NAPLAN testing
		Teaching staff implement explicit teaching of writing strategies.	Implemented 2 days per week	Term 1		
		Student improvement in Short term Data cycles.	Every 5 weeks	Ongoing		
		Teachers fully engaged with and implementing intervention models.	100%	Ongoing		
Charter of expectations <ul style="list-style-type: none"> <li>Academic</li> <li>Attendance</li> <li>Behaviour</li> <li>Community</li> <li>Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>Further embed high expectations for our students and ourselves in the areas of; Learning, book work, presentation, communication and behavior.</li> <li>Continue to communicate with the whole school community the importance of continued high rates of attendance.</li> <li>Communicate explicit school targets, timelines and improvements to students and community members.</li> </ul>	Parents and students believe Clare State School is a good School.	100%	Term 4	Principal All staff	Great Results Guarantee funds SOS – Parent item # 2035,2016 SOS – Student item # 2033,2048
		Parents and Students believe they or their child is getting a good education.	100% Parents 100% Students			
		Whole School attendance is maintained at current high attendance rates.	Above 95%	Ongoing		
		Parents and students are satisfied that Clare State School encourages children to do their best.	100%	Term 4		

## ENGAGED PARTNERS

### 'Regional Support' and 'Local Decision Making'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p><b>Key priorities:</b> Develop productive partnerships with students, staff, parents and the community.</p> <p>Maintain a safe, supportive, inclusive and disciplined learning environment.</p> <p><b>Discipline Audit recommendation:</b> Review the Responsible Behaviour Plan for Students (RBPS) to ensure that it is reflective of school processes and that all stakeholders know and consistently use the same language, support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.</p>	<p>Continue to embed Parent and Community Engagement Framework.</p> <p>Continue high level communication of key issues with the whole school community:</p> <ul style="list-style-type: none"> <li>EQ initiatives.</li> <li>School events.</li> </ul> <p>Embed a culture that allows for sharing of ideas and feedback through community Forums:</p> <ul style="list-style-type: none"> <li>Provide opportunities for members of the school community to voice their concerns/opinions.</li> <li>Actively listen to feedback and act accordingly.</li> </ul> <p>Embed the cluster/local school plan to transition Year 6 to high school including liaising with local State High Schools.</p> <p>Continue to engage with local community, kindergartens and other Pre-Prep facilities to foster working partnerships and boost enrolments.</p> <ul style="list-style-type: none"> <li>Under 8's day.</li> <li>Establish Playgroup.</li> <li>Prep-Prep open days.</li> <li>Letter drop/advertising.</li> </ul> <p>Embed Learning and Well Being Framework.</p> <p>Review Responsible Behaviour Plan for Students.</p> <p>Review and communicate school rules, making them more user friendly.</p> <p>Review the implementation of You Can Do It program to ensure that this philosophy is being consistently delivered to all classes.</p> <p>Investigate using the <i>Habits of the Mind</i> to develop individual learning-behaviour goals to further reinforce the <i>Keys to Success</i> philosophy.</p> <p>Implement Essential Skills for Classroom Management (Profiling) for a consistent approach to classroom management.</p> <p>Utilise the functionality of One School Class Dashboard, to analyse behaviour and attendance.</p>	Parent and Community Engagement Framework.	Embedded	Term 2	Principal	PACE framework
		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
		Parents satisfied there is a good sense of community at Clare State School.	100%	Term 4	Principal	
		Transition to high school plan.	Implemented	Ongoing	Principal Cluster Principals	Transition to high school plan.
		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.	Implemented	Term 1	Principal Community	Community engagement Enrolment trend
		Increased enrolments across 2015 and beyond.	6 new enrolments for 2016	Term 1 2016		
		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
		Responsible Behaviour Plan reviewed and implemented in school practices.	Implemented Embedded	Term 1 Term 2	Principal Teaching staff Community	Responsible Behaviour Plan
		You Can Do It – is implemented in all classes with a weekly focus, based upon a whole school Scope and Sequence.	Implemented Embedded	Term 1 Term 4	Class Teachers Principal	
Professional Development on Essential Skills for classroom management.	Conducted	Pupil free day Term 1	Principal Whole staff	PD log		
Classroom Profiling occurring across the school on a once a term basis.	Implemented Embedded	Term 1 Term 2				
One School Class Dashboard being utilised by all teaching staff.	Implemented Embedded	Term 1 Term 4	Principal Whole staff	Class Dashboard		