



NORTH COAST REGION TORQUAY STATE SCHOOL



Department of Education, Training and Employment

OUR VISION: Engaging minds. Empowering futures.

2014 Annual Implementation Plan

ENDORSEMENT

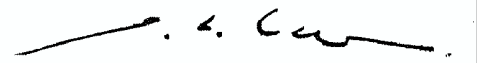
This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.


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Angelique Kropp
Principal

18/02/2014


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Michelle Manderson
P&C President/School Council Chair

19/02/2014


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Steven Case
Assistant Regional Director

28/03/2014

FOCUS AREA	SCHOOL PRIORITIES 2014	IMPROVEMENT STRATEGIES AND ACTIONS 2014
Successful Learners	<ul style="list-style-type: none"> • Implement the Australian Curriculum • Key literacy and numeracy improvement strategies • Differentiation strategies • 	<p><u>ACARA Priorities</u></p> <ul style="list-style-type: none"> • Embed English, Mathematics, Science and History (National Curriculum) using the C2C resource ensuring alignment with community expectations. • Trial Geography using the C2C resource • Familiarize staff with the curriculum area "The Arts" using the C2C resource during term 4, 2014 • Implement the North Coast Region: " <i>A Guide to School Based Assessment Tools and Year Level Expectations</i>" <p><u>Literacy Priority</u> <i>Embed a balanced reading program</i></p> <ul style="list-style-type: none"> • Embed a shared understanding and pedagogical practice of the 5 reading procedures 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: 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 teaching processes and resources to support the development of the literacy skill of <i>inference</i> eg: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies • 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><i>Develop a balanced writing program</i></p> <ul style="list-style-type: none"> • Develop a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing • Embed Sheena Cameron writing strategies into the writing procedures • Align writing pedagogy to Pearson's Gradual Release of Responsibility Model • Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing <p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> • Embed <i>Numeracy Rich Routines</i> that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M. • With PEAAC support and cluster opportunities (<i>Best Practice Networks</i>), 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>Upper 2 Bands Priority</u></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, PAT data) • Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations <p><u>Moderation</u></p> <ul style="list-style-type: none"> • Develop opportunity for inter and intra moderation processes ensuring sound assessment practice <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>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN • Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B <p><u>Success Team Strategies</u></p> <ul style="list-style-type: none"> • Success Team Plan

Great People	<ul style="list-style-type: none"> Implement performance reviews for all staff (eg. DPF) 	<p>Developing Performance Framework</p> <ul style="list-style-type: none"> Embed in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs. Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers Consultation and feedback structures are in place and occur in a timely manner (Once a term) <p>Implement processes to monitor staff and personal wellbeing</p>
Empowerment	<ul style="list-style-type: none"> Develop and enact a pedagogical framework based on ASOT or other approved framework 	<p>ASOT</p> <ul style="list-style-type: none"> Further develop and implement an overarching Curriculum Framework based on ASOT Investigate and implement Design Questions - (What will I do to?) and (What will I do to?) of the ASOT framework Actively engage the ASOT Instructional Leader to further and deepen understanding of staff around the framework Engage in your Best Practice Network using ASOT as a reflective framework Establish (continue to refine / build effectiveness) of BPN to embed key learnings
Engaged Partners	<ul style="list-style-type: none"> Getting Ready For Secondary School Parent and Community Engagement Framework 	<p>Flying Start initiative</p> <ul style="list-style-type: none"> Liaise with feeder Secondary Schools Implement protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies) Develop a communication strategy with community regarding relevant changes Continue the development of strategies concerning staffing and resource allocations <p>Parent and Community Engagement Strategy</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, 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
High Standards	<ul style="list-style-type: none"> T&L/Discipline Audit priorities Discipline Audit priorities Internal Audit priorities Opinion Survey priorities 	<p>Curriculum Teaching and Learning/ Discipline Audit</p> <ul style="list-style-type: none"> Implement recommendations from previous audit Continue to develop a whole school pedagogical framework based on the ASOT framework. In relation to the school's explicit improvement agenda ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions. <ul style="list-style-type: none"> Continue with plans to implement SWPBS systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement. <p>Internal Audit</p> <ul style="list-style-type: none"> Implement strategies to fulfil internal audit requirements and recommendations <p>Through alignment with our budget and AIP and with processes in place eg budget committee, linking with our professional development we manage our resources effectively to strengthen service delivery. Performance Development plans are formally in place for all staff</p> <p>Opinion Survey Priorities</p> <ul style="list-style-type: none"> Foster school and community partnerships to increase input from parents and caregivers Student behaviour

CRITICAL REFERENCE: P-12 Curriculum, Assessment and Reporting Framework

Please email the completed AIP along with your *School Improvement Targets 2014* to NorthCoastRegion@dete.qld.gov.au

NORTH COAST REGION
School Improvement Targets 2014

School: Torquay State School.

Area	Year Level	Measure ¹	2014 Targets	
			Region ²	School
NAPLAN Reading	Year 3	MSS	At or above NM	At NM
		U2B	45.0%	43.0%
	Year 5	MSS	At or above NM	At NM
		U2B	35.0%	35.0%
	Year 7	MSS	At or above NM	At NM
		U2B	30.0%	23.7%
	Year 9	MSS	At or above NM	
		U2B	30.0%	
NAPLAN Numeracy	Year 3	MSS	At or above NM	At NM
		U2B	35.0%	24.0%
	Year 5	MSS	At or above NM	At NM
		U2B	30.0%	24.0%
	Year 7	MSS	At or above NM	At NM
		U2B	30.0%	24.0%
	Year 9	MSS	At or above NM	
		U2B	30.0%	
YEAR 12 OUTCOMES	Year 12	Percentage of students awarded a QCE by the end of Year 12	94.5%	

¹ MSS = Mean Scale Score U2B = Percentage of students in the Upper Two Bands

² These are the Regional expectations. At or above NM means at or above National Mean (ie blue or green)

INSTRUCTIONS:

- Schools should use the Regional expectations as a guide when setting their targets. Please discuss any significant variations from these expectations with your ARD.
- This completed document should be incorporated as an appendix to the 2014 Annual Implementation Plan.
- Some performance measures and targets are not relevant for every school.
- Where Literacy and Numeracy National Partnerships schools have already negotiated NAPLAN targets, this information should be attached as an appendix to the Annual Implementation Plan. The appendix should show these school NAPLAN targets as informed by the Literacy and Numeracy Calculator tool.
- Schools may wish to include extra targets to address their own requirements