



# 2016 Annual Implementation Plan

## Priority 1. Teaching and Learning

<b>Strategy: There is a consistent, high-quality, rigorous and collaborative approach to teaching and learning: teaching staff are supported to implement and embed explicit instruction and consolidation lesson - working towards becoming 'Lead Teachers' on the school-based continuums.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue to implement a coaching model that incorporates formal and informal lesson observations, watching others work, feedback and goal setting activities.	Glenn Hankinson, Steven Moore, Helen Wardrop
Provide release time for staff to work at least once a term as a team, with the Head of Teaching, Learning and Curriculum to ensure curriculum and pedagogical consistency. (Ref: I4S 2016)	Steven Moore, Helen Wardrop
Provide staff with on-going professional development with curriculum and pedagogical practices as well as school-based programs and technology initiatives. (Ref: I4S 2016 & NAPLAN 2014 - 2015)	Karen Chase, Glenn Hankinson, Steven Moore, Helen Wardrop
<b>Strategy: Ensure staff are proficient in the teaching of literacy &amp; numeracy using the school's pedagogical approaches and programs: explicit instruction, consolidation lessons, Big Write and VCOP, enrichment, QAR reading, explicit spelling instruction etc.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Provide on-going professional development on specific school programs and pedagogical approaches.	Karen Chase, Glenn Hankinson, Steven Moore, Helen Wardrop
Implement a collaborative coaching model whereby teachers are observing their peers and providing appropriate commendations and feedback.	Steven Moore, Helen Wardrop
Ensure documentation and resources for staff are readily available to ensure implementation of school-based programs and pedagogical approaches.	Karen Chase, Glenn Hankinson, Steven Moore, Helen Wardrop
Engage Andrell Education to provide professional development and planning sessions to support staff to implement VCOP and Big Write. (Ref: I4S 2016 & 2013 - 2015 NAPLAN)	Steven Moore, Helen Wardrop
Ensure problem solving in Mathematics is being explicitly taught and students provided with appropriate time to engage in problem solving activities. (Ref: 2015 SIU report & 2013 - 2015 NAPLAN data).	Steven Moore, Helen Wardrop
<b>Strategy: Data is used by staff to inform teaching and to respond to learning needs of all students.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Implement a 2016 assessment schedule and the year-level benchmarks for P - 6 focusing on PAT R & PAT M, Running Records, NAPLAN resists, Words Their Way and Big Write Cold Writes. (Ref: SIU Report)	Steven Moore, Helen Wardrop
Continue to implement data analysis and discussions regarding student data on a five-weekly rotation during staff meetings. (Ref: 2015 SIU Report)	Steven Moore, Helen Wardrop
Provide on-going professional development to support teaching staff to become highly proficient in the analysis and response to student performance data. (Ref: 2015 SIU Report)	Steven Moore, Helen Wardrop

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<b>Strategy: Differentiation and inclusive practices are evident in classroom management, daily planning and lesson delivery for students requiring intervention or extension.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
All staff members to complete QSIL training online. Leadership team members to complete by the end of Semester 1 and all teaching staff by the end of Semester 2. (Ref: 2015 SIU Report)	Karen Chase, Helen Wardrop
Provide teaching and non-teaching staff opportunities to complete QSIL modules.	Steven Moore
Develop and document a whole-school plan for inclusion and review strategies and initiatives to ensure authentic inclusion is occurring.	Karen Chase, Glenn Hankinson, Steven Moore, Helen Wardrop
Ensure all staff are documenting their differentiation practices in their curriculum planning including on their A3 planners.	Helen Wardrop
Develop and implement a whole-school approach to higher order thinking strategies on a daily process and implement school-wide enrichment programs and activities. (Ref:2015 SIU Report, NAPLAN U2B %)	Karen Chase, Kara Gardner, Natalie Irwin, Steven Moore, Helen Wardrop
<b>Strategy: Explicit instruction is the main pedagogical approach of teaching in all learning areas for new concepts, skills and processes.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Provide staff with on-going professional development with explicit instruction and consolidation lessons. (Ref: I4S 2016 & NAPLAN 2014 - 2015)	Karen Chase, Glenn Hankinson, Steven Moore, Helen Wardrop
Review and update the school-based developmental continuums and school documents for explicit teaching and consolidation lessons.	Steven Moore, Helen Wardrop
Ensure informal and formal lesson observations and feedback sessions are occurring on regular basis (coaching).	Steven Moore, Helen Wardrop
Ensure explicit teaching is the signature pedagogy for the teaching of new concepts, skills and processes in all learning areas where applicable.	Steven Moore, Helen Wardrop
<b>Strategy: Technologies (IWB and/or iPads) are used on a daily basis to support instruction, student engagement and learning.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Develop and implement a whole-school digital literacy strategy that promotes the teaching and learning of the Technology learning area of the Australian Curriculum.	Glenn Hankinson, Helen Wardrop
Ensure all year levels have access to a class set of iPads to support and enhance teaching and learning.	Glenn Hankinson
Provide on-going professional development to support and coaching to staff to effectively utilise assistive technologies to promote engagement and learning for students (iPads, IWB, software).	Glenn Hankinson
Develop and implement the iTunesU course and provide training and support for staff to access and utilise the application.	Glenn Hankinson
<b>Strategy: Consolidation lessons are facilitated on a daily basis for the critical content of English and Mathematics.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue to embed rigorous consolidation lessons for literacy and numeracy on a daily basis. (Ref: 2013 - 2015 NAPLAN & HL Indicators)	Steven Moore, Helen Wardrop
Develop and implement a central location where resources are stored and are able to accessed by all teaching staff.	Glenn Hankinson, Helen Wardrop

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<b>Strategy: Direct Instruction is used as part of a whole-school intervention initiative to support at risk students in literacy and numeracy.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue to implement the Accelerated Learning Program for students in Years 1 - 5 who require intensive literacy and numeracy support. (Ref: 2016 I4S & 2013 - 2015 NAPLAN)	Steven Moore
Ensure on-going professional development is available for teaching staff and teacher aides of the Accelerated Learning Program through a Direct Instruction Coach. (Ref: 2016 I4S)	Steven Moore
Ensure that the program is suitably resourced with Direct Instruction materials from SRA McGraw-Hill.	Steven Moore

## Priority 2. Student, Parent & Community Engagement

<b>Strategy: Behaviour management is consistent across the school with a strong focus on rewarding positive behaviour choices.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue to further enhance and develop the YCDI program to promote positive behaviour at school.	Brooke Cupitt, Glenn Hankinson, Steven Moore
Implement a 'Responsible Thinking Centre' to support the whole-school behaviour management system.	Brooke Cupitt, Glenn Hankinson, Steven Moore
Develop and implement behaviour management plans for students requiring a formalised plan that all staff have access to.	Karen Chase, Glenn Hankinson, Steven Moore
Implement a behaviour management reference group that works on developing departmental compliance documents, individual behaviour plans and whole-school systems and processes.	Karen Chase, Glenn Hankinson, Steven Moore
<b>Strategy: Attendance of all students is regular and consistent.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue to educate parents and carers about the importance of regular school attendance and what the impacts of non-attendance are, as well as the obligations of parents under the Gen. Provisions Act	Steven Moore
Enforce attendance (Enforcement of Attendance) when a students attendance falls below 85% and there are 3 or more unauthorised/unexplained absences on the students official attendance record.	Steven Moore
Provide on-going support to families through internal support or external agencies that can work with families to improve their child's attendance at school.	Karen Chase, Steven Moore
<b>Strategy: Transition activities are conducted annually working collaboratively with other education providers.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Make regular contact with Kindy providers in the area to encourage participation in transition activities.	Steven Moore
Provide extended or additional transition activities for students with additional learning or social needs. (Kindy to Prep & Year 6 to High School).	Karen Chase, Glenn Hankinson, Steven Moore
Continue to foster relationships with external stakeholders from the community and regional office for the purpose of collaboration to support children and their families.	Karen Chase, Glenn Hankinson, Steven Moore

## Priority 2. Student, Parent & Community Engagement

**Strategy: Parents are important partners in their child's education.**

<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue to work collaboratively with the P & C committee to encourage participation in meetings.	Steven Moore
Continue to work collaboratively with the P & C committee to upgrade and enhance facilities within the school through joint funding or grant-based financing.	Steven Moore
Provide parents and carers opportunities throughout the year to visit classrooms and engage in professional development opportunities in the areas of technology, literacy and numeracy.	Karen Chase, Glenn Hankinson, Steven Moore, Helen Wardrop
Work together with members of the Aboriginal and Torres Strait Islander families to promote indigenous Australian culture at the school.	Steven Moore
Implement QParents as a communication and engagement tool.	Steven Moore

### Endorsement

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

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Principal

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P and C / School Council

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Assistant Regional Director