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.

Catharina Patterson  
Principal  
27th February 2014

Amanda Hamzat  
P&C President  
20th March 2014

Steven Case  
Assistant Regional Director  
27/3/2014
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<tr>
<th>FOCUS AREAS</th>
<th>SCHOOL PRIORITIES 2014</th>
<th>IMPROVEMENT STRATEGIES AND ACTIONS 2014</th>
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| **Successful Learners** | - Implement the Australian Curriculum  
- Key literacy and numeracy improvement strategies  
- Differentiation strategies | **ACARA Priorities**  
- Embed English, Mathematics, Science and History (National Curriculum) using the C2C resource ensuring alignment with community expectations.  
- Trial Geography using the C2C resource  
- Familiarise staff with the curriculum area “The Arts” using the C2C resource during term 4, 2014  
- Implement the North Coast Region: “A Guide to School Based Assessment Tools and Year Level Expectations” |

**Literacy Priority**  
**Embed a balanced reading program**  
- 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 i.e.:  
  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 *inference* e.g.: 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  
- Purchase quality reading resources which create opportunity for student engagement  

**Develop a balanced writing program**  
- 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
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<td><strong>Successful Learners</strong></td>
<td>- Implement the Australian Curriculum</td>
<td><strong>Numeracy Priority</strong></td>
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<td></td>
<td>- Key literacy and numeracy improvement strategies</td>
<td>- Embed <em>Numeracy Rich Routines</em> that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M.</td>
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<td>- Differentiation strategies</td>
<td>- With PEAAC support and cluster opportunities <em>(Best Practice Networks)</em>, develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics</td>
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<td>- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.</td>
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<td>- Build teacher capacity to recognise and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation</td>
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<td>- Practice and deepen number facts</td>
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<td>- Purchase quality numeracy resources which create opportunity for student engagement</td>
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<td>- Review localised numeracy practices and ensure all teachers are using warm up processes and are engage with the Regional Mathematics web site</td>
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<td><strong>Upper 2 Bands Priority</strong></td>
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<td>- Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)</td>
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<td>- 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, Challenge Maths program [Kepnock SHS] and Maths Team Challenge)</td>
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<td>- Embed <em>differentiation</em> strategies across all year levels, that will provide opportunity for students to extend their learning</td>
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<td>- Ensure quality support strategies which enhance individual student improvement.</td>
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<td><strong>Moderation</strong></td>
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<td>- Develop opportunity for inter and intra moderation processes ensuring sound assessment practice</td>
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<td><strong>BPN Priority</strong></td>
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<td>- 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)</td>
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<td><strong>NAPLAN Strategy</strong></td>
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<td>- Continue to train teachers in data usage and ensure all teachers are actively using the Dashboard</td>
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<td>- Employ additional teacher aides to assist with intervention programs to support students identified as not reaching NMS</td>
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<td>- Complete a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN</td>
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<td>- Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</td>
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| **Great People** | • Implement performance reviews for all staff (eg. DPF)  
• Learning and Wellbeing Framework | **Developing Performance Framework**  
• 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)  
• Through focused intervention and instructional leadership in a small school setting, continue to build focused observational approaches by providing quality feedback regarding pedagogy (creating mentoring opportunity with other small schools and feeder larger schools)  
• Increasing coaching opportunities to ensure quality modelling, mentoring and feedback processes in a small school setting  
• Provide quality in-service processes in this small school setting that will ensure best practice in classrooms specifically in the areas of literacy and numeracy  
• Implement processes to monitor staff and personal wellbeing |
| **Empowerment** | • Develop and enact a pedagogical framework based on ASOT or other approved framework | **ASOT**  
• Further develop and implement an overarching Curriculum Framework based on ASOT  
• Investigate and begin to implement Design Questions 2 (What will I do to help students effectively interact with new knowledge?) and 5 (What will I do to engage students?) of the ASOT framework  
• Align the explicit teaching of vocabulary to both Design Question 2 & 5  
• Engage in the 4 small school professional development days focusing on the implementation of ASOT  
• Engage in your best practice network using ASOT as a reflective framework |
| **Engaged Partners** | • Getting Ready For Secondary School  
• Parent and Community Engagement Framework | **Flying Start initiative**  
• 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 |
| | | **Parent and Community Engagement Strategy**  
• Provide community engagement opportunities to ensure further consolidation of student learning and positive relationships  
• 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 e.g. 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 |
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| **High Standards** | • T&L Audit priorities  
• Discipline Audit priorities  
• Internal Audit priorities  
• Opinion Survey priorities | **Curriculum Teaching and Learning/ Discipline Audit**  
• Implement recommendations from previous audit with respect to an **Expert Teaching Team**  
  o Provide quality and researched teaching strategies to ensure the Prep to Year 2 are receiving world class instruction  
  o Develop formal processes for the Principal to provide teachers with on-going detailed feedback on their classroom practices and teaching strategies.  
  o Ensure that all teachers are providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.  
  o The Principal needs to have clear positions that are known and understood by all teachers, on the kinds of teaching she wishes to see occurring across the school.  
**Internal Audit**  
• Implement strategies to fulfil internal audit requirements and recommendations  
• Ensure purchase orders are raised in OneSchool in accordance with the State Purchasing Policy (i.e. >$2000).  
• Ensure quotes are obtained and purchasing decisions documented  
**Opinion Survey Priorities**  
• Parent  
  o The school provides useful information online: **Strategy**-update school website using Websites for schools  
• Student  
  o I feel accepted by others: **Strategy**-Implement YOU CAN DO IT Program  
  o Student behaviour: **Strategy**-Implement School Wide Positive Behaviour Support |

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

Please attach School Improvement Targets 2014