



2015 Annual Implementation Plan

Charters Towers Central State School



Key Priorities for 2015

Regional and School Based Key Priorities


- ❖ Use of data to Reading, Writing and Mathematical Improvement
- ❖ Clarity in Teaching
- ❖ Sharratt & Fullan – Putting Faces on the Data
- ❖ Attendance and Retention with specific focus on lower grades
- ❖ Closing the Gap
- ❖ SWPBS with focus on Tier 2 Implementation
- ❖ Pedagogical Framework
- ❖ Explicit teaching reading as aligned to Reading Placemat
- ❖ Effective Assessment and Reporting
- ❖ Effective Feedback Strategies
- ❖ Short Term Data Cycles

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		
<ul style="list-style-type: none"> Fully Implement the Australian Curriculum. 	<ul style="list-style-type: none"> Review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of Geography. 	<ul style="list-style-type: none"> Students achieving C standard or higher in Maths, English, Science, Geography and History. 	75%	Continuous	HOC/Principal	Using C2C across school.
<ul style="list-style-type: none"> Alignment of school's numeracy practices 	<ul style="list-style-type: none"> Create whole school Numeracy Plan 	<ul style="list-style-type: none"> Plan developed and endorsed. 	100%	Complete by end Term 2	HOC/Principal	Consistent maths plans
<ul style="list-style-type: none"> Alignment of school's literacy practices 	<ul style="list-style-type: none"> Create whole school Literacy Plan 	<ul style="list-style-type: none"> Plan developed and endorsed. 	100%	Complete by end Term 2	HOC/Principal	Consistent literacy plans
<ul style="list-style-type: none"> Explicit curriculum planning focus throughout school. 	<ul style="list-style-type: none"> Ongoing planning meetings with all teachers, including curriculum audits at key junctures. 	<ul style="list-style-type: none"> Classroom plans endorsed by HOC, STLAN, HOSE and Principal. 	100% of teacher plans each Term.	Continuous	HOC, HOSES, Principal	Planning meetings scheduled
<ul style="list-style-type: none"> Teachers using coherent, sequenced school writing plan 	<ul style="list-style-type: none"> Review of Whole School Writing plans, aligned with all subject areas, inc C2C. 	<ul style="list-style-type: none"> All teachers using aligned planning frameworks, and supporting tools. 	100%	Week 4, Term 1	HOC, HOSES and Principal	Consistent planning documents
<ul style="list-style-type: none"> Academic Success Program for students not at NMS 	<ul style="list-style-type: none"> Ongoing intervention across Prep to Year 4 cohort, using Sharratt and Fullan research practices. 	<ul style="list-style-type: none"> Identified students flagged, individual program developed and implemented. 	100% not at NMS in program	Review start late Term 1	HOSES, Principal & GO	Students in Prep to Year 4 achieving school agreed targets
	<ul style="list-style-type: none"> Map whole Indigenous and 	<ul style="list-style-type: none"> Mapping to commence 	100%		EATSIPS officer,	EATSIPS plan

<ul style="list-style-type: none"> EATSIPS Explicit NAPLAN preparation Whole School Reading focus Home Reading Program 	<p>Torres Strait perspectives to inform future planning, adjustments and alignment.</p> <ul style="list-style-type: none"> Maintain and enhance NAPLAN strategy in response to school data using 100 Day Improvement Plans Alignment to whole school reading plan and expectations as directed by Reading Placemat. Class reading targets established. Dedicated reading times established for each class each day. Fontass and Pinell Levelled Literacy Intervention program for at risk children. P to 7 engaged in Home Readers. Parent home reader workshops conducted regularly; home contact from school staff to support establishment. 	<p>Term 2, complete Term 4</p> <ul style="list-style-type: none"> 90% of children at NMS for Reading & Writing. 95% at NMS for number. PM testing Probe Pat R LLIP Kit Children regularly returning a 'read' home reader as required by their teacher. 	<p>mapped</p> <p>Continuous</p> <p>15% in U2B 90% @ NMS</p> <p>Prep – lvl 8 Yr 1 – lvl 16 Yr 2 – lvl 22 Yr 3 – lvl 26</p> <p>Yr Level equivalent or above</p> <p>Yr 3 Stanine 4 – 6 60% Yr 5 Stanine 4 – 6 50% Yr 7 Stanine 4 – 6 60%</p>	<p>Term 4</p> <p>Term 2/3</p> <p>Term 1</p> <p>Continuous</p>	<p>Principal, HOC</p> <p>Principal, HOC, HOSES, Coach</p> <p>Class teacher, HOC, Principal & HOSES</p> <p>Class teacher, HOC</p>	<p>complete</p> <p>Increase in students achieving NMS</p> <p>Coach working with Prep to Year 4 students. Additional teacher aide time in place for reading groups.</p> <p>Readers returning for changing daily after being read.</p>
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GREAT PEOPLE

'Teaching Quality' and 'Principal Leadership and Performance'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> • Teaching of writing upskilling • Short Cycle Data Collection realignment across whole school • Streamline School Data Collection • Reinforce consistent pedagogical practice • Explicit feedback agenda, aligned with Hatte Instructional frameworks • Build effective collaborative practices with a focus on clarity. 	<ul style="list-style-type: none"> • Engage teachers in How To Teach Writing PD (24 hr commitment) • Review of school data using Five Week Cycle process focusing on three set targeted across school. • Upload all school performance data onto OneSchool, including IEPS, ESPs and support plans. • Embed Pedagogical Framework throughout all areas of school curriculum, with regular review for quality assurance. • Develop with whole staff a Feedback policy and classroom visit schedule, aligned with explicit improvement agenda. • Conduct monthly peer observations. Peer teachers to provide strategies to improve teacher clarity and student outcomes. 	<ul style="list-style-type: none"> • All teachers PD Term 3 	100%	Term 3	Principal/HOC	Training complete
		<ul style="list-style-type: none"> • Student targets set in reading, writing and maths with parent input 	85% students reach targets	Continuous	Classroom teacher, HOC	OneSchool,
		<ul style="list-style-type: none"> • Database online and utilized by all staff end Term 1. 	Database utilized by all staff.	Complete by Term 1	HOC, HOSE, GO, Principal	OneSchool
		<ul style="list-style-type: none"> • Classroom observations, PD, staff meeting discussions, regular reviews. 	100% of teachers involved	Continuous Term 1	HOC/HOSES/	School data
		<ul style="list-style-type: none"> • Teachers visited by staff twice a term. Policy reviewed and updated. 	100% of teachers involved	Term 2	Principal/HOC	Feedback timetable
		<ul style="list-style-type: none"> • Feedback shared and analysed by all teachers once a month at staff meetings. 	100% of teachers involved	Term 2	HOC/HOSES/ Principal	Feedback sheets and protocols

HIGH STANDARDS

‘School Performance’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> • Explicit Instruction framework • High expectations student learning culture • Align school assessment practices • Differentiated curriculum approaches • Consistent approach to teaching phonics • Closing the Gap – 	<ul style="list-style-type: none"> • Development of Explicit Instruction programs for Mathematics and Literacy • Continue moderation, both at school and cluster level to ensure consistency and alignment across Charters Towers cluster. • Alignment of school assessment practices – matrix, criteria sheets, moderation, back mapped • Develop and enact Student Support Plans to ensure curriculum is differentiated to suit needs • Audit the alignment of school’s teaching of Phonics from Prep to 7 and develop school based phonics policy. • Facilitate parental reading 	<ul style="list-style-type: none"> • Staff, students and parents clear understanding of elements of explicit instruction. 	100% of teachers use framework in planning	Term 3	HOC led - all teaching staff involved.	Hatte resources, MP4s on Explicit Instruction
		<ul style="list-style-type: none"> • Staff participate in organised face to face moderation once a term at a school level. 	100% participation	Term 1 Term 2	HOC led – all teaching staff involved.	Moderated aligned units of work as determined Principals.
		<ul style="list-style-type: none"> • Audit completed Term 1. Recommendations implemented Term 2 	Term 1	End of term	HOC/Principal	Matrix exemplars
		<ul style="list-style-type: none"> • Learning Contracts written Terms 1 & 3, signed by parent, student and school. 	100% of students under NMS have support plans.	Continuous	Principal, HOC/HOSEs	Student Support Plan templates
		<ul style="list-style-type: none"> • Increased student reading outcomes. 	85% of children reading at or above NMS.	Continuous	Principal, HOC/HOSEs	Phonics program developed
		<ul style="list-style-type: none"> • Increased student 			Literacy Coach,	

<p>Reading</p> <ul style="list-style-type: none"> • Closing the Gap – Numeracy • Great Results Guarantee 	<p>classes at school. Elder involvement to publicise importance of reading. Screening of vision and hearing for all at risk students. Positive Rewards Program for students reaching reading pre-targets and targets. Purchase of new reading materials including digital.</p> <ul style="list-style-type: none"> • Alignment of Teacher Aide assistance in class. Dedicated numeracy blocks each day. Early intervention & Student Support Plans for those at risk • Purchase coach to support and upskill Prep to Year 3 teaching staff. Use of Levelled Literacy Intervention program for at risk students. 	<p>involvement in reading. Increased parental involvement with Literacy at the school.</p> <ul style="list-style-type: none"> • 95% children achieving NMS or supported by IEPs if at risk. • All Prep to Yr 3 children achieving NMS in Reading, Writing and Numeracy, or are supported by IEP. 	<p>90% of children reading at or above NMS.</p> <p>95% of children achieving NMS in Number</p> <p>All chn Prep to Year 3 achieving NMS or on Support Plans</p>	<p>Completed by Term 2</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HOC</p> <p>Principal, Elders and class teachers.</p> <p>All Prep to Year 3 staff, Coach, HOC, Principal, GO</p>	<p>New reading materials</p> <p>Students achieving school based targets, as per GRG document.</p> <p>Coach recruited and working with classes</p>
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ENGAGED PARTNERS

'Regional Support' and 'Local Decision Making'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> • Continue to market CTCSS as a school of choice in the local and wider community. • Build on parent/community partnerships • Increased school enrolment • Ongoing regular communication with main street business owners to assist with school marketing • Learning and Well Being Framework Implemented. 	<ul style="list-style-type: none"> • Update website, social media, interschool celebrations, focused communication agenda. • Increase parent engagement in key school activities (P&C, Tuckshop, classroom support) • Build greater presence in community, local media and in social media. Celebrate success at every opportunity. • Conduct Principal meet and greet visits • Learning and Well Being framework Implemented. Enact policies and recommendations from the Framework. 	<ul style="list-style-type: none"> • Website updated each week, QSchools push used weekly and minimum term refresh on class websites. 	Local community	Continuous	Principal	Personnel trained in ICT/ website.
		<ul style="list-style-type: none"> • Tuckshop open two days a week. P&C meeting numbers increase to 10 Increased classroom parental support. 	Parent body	Continuous	Principal	Articles to local papers and media outlets.
		<ul style="list-style-type: none"> • 190 children enrol Term 2 • 200 enrolled Term 4 • 200 enrolled Day 8 2014 	Community	Continuous	Principal	OneSchool
		<ul style="list-style-type: none"> • Main street business owners becoming more involved in Central 	Community	Once a term	Principal	Increased school profile in community
		<ul style="list-style-type: none"> • Learning and Well Being agenda tabled at each staff meeting and PD sessions, as well as social venues at school 	Students who require support	Continuous	Principal HOC	Greater awareness of student well-being in class.

<ul style="list-style-type: none"> • Parent and Community Engagement Framework 	<ul style="list-style-type: none"> • Develop multiple communication channels to engage parents. Personal invites to targeted parents to encourage engagement. Provide programs and opportunities (e.g. literacy workshops, guest speakers) for parents to build their capacity to support their child's learning. Investigate and implement multimedia newsletters for low literate parents. 	<ul style="list-style-type: none"> • Parent and Community Engagement Framework implemented 	<p>Parents and community</p>	<p>Continuous</p>	<p>Principal HOC HOSES</p>	<p>Increase in parents involved in school</p>
<ul style="list-style-type: none"> • Teacher capability plans 	<ul style="list-style-type: none"> • Implement CPF for all class teachers with termly reviews by Principal, and HOC/HOSES as required. Principal DPF completed and actioned as required. 	<ul style="list-style-type: none"> • Plans developed by all teachers and interviews conducted by Week 6 termly. 	<p>Teachers</p>	<p>Continuous</p>	<p>Principal HOSES HOC</p>	<p>Increase in teacher confidence in classroom</p>
<ul style="list-style-type: none"> • Closing the Gap – Attendance 	<ul style="list-style-type: none"> • OneSchool attendance reports generated and sent home for parental review. Teachers to phone/visit families if student is away for two or more concurrent days. Elders to conduct home visits and liaise with school/community. 	<ul style="list-style-type: none"> • Attendance rate above 88% start Term 2 • Attendance rate at 90% Term 3 	<p>Parents</p>	<p>Each Term</p>	<p>Principal HOSES HOC Elders PLO</p>	<p>Increase attendance rate as per target.</p>