NORTH COAST REGION
GOODWOOD STATE SCHOOL

Department of Education, Training and Employment

The Main Game:
Reading, Numeracy and U2Bs improvement

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.

(Steve Coleman)
Principal
27/12/2014

(Karen Blain)
P&C President/School Council Chair
27/12/2014

(Steve Case)
Assistant Regional Director
27/12/2014
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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.  
- Embed 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: “A Guide to School Based Assessment Tools and Year Level Expectations”  

**SWPBS**  
- Continue implementation of SWPBS system and progress to Phase 2  
- Implement recommendations from SET audit  

**GRG**  
- Implement and monitor Great Results Guarantee plan and resources.  

**Literacy Priority**  
**Embed a balanced reading program**  
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.  
- Ensure the 5 aspects of reading are explicitly addressed:  
- Continue the use of a variety of teaching processes and resources to support the development of the literacy skill of inference through Sheena Cameron Comprehension Strategies  
- Embed comprehension strategies into the reading procedures  

**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 Gradual Release of Responsibility Model  
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing  
- Use the writing procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback  

**Numeracy Priority**  
- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M.  
- With PEAAC support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics  
- Ensure a range and balance of assessment tools are being used (Diagostic, 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  

**Upper 2 Bands Priority**  
- 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)  
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations  

**Moderation**  
- Develop opportunity for inter and intra moderation processes ensuring sound assessment practice
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<td><strong>BPN Priority</strong></td>
<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>
<td><strong>NAPLAN Strategy</strong>&lt;br&gt;Complete a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN&lt;br&gt;Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</td>
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<td><strong>Great People</strong></td>
<td>Implement performance reviews for all staff (e.g. DPF)&lt;br&gt;Learning and Wellbeing Framework</td>
<td><strong>Developing Performance Framework</strong>&lt;br&gt;Embed in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs.&lt;br&gt;Teaching staff Performance Plans align withAITSL: National Professional Standards for Teachers&lt;br&gt;Consultation and feedback structures are in place and occur in a timely manner (Once a term)&lt;br&gt;Implement processes to monitor staff and personal wellbeing</td>
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<td><strong>Empowerment</strong></td>
<td>Develop and enact a pedagogical framework based on ASOT or other approved framework</td>
<td><strong>ASOT</strong>&lt;br&gt;Further develop and implement an overarching Curriculum Framework based on ASOT&lt;br&gt;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&lt;br&gt;Align the explicit teaching of vocabulary to both Design Question 2 &amp; 5&lt;br&gt;Engage in the 4 small school professional development days focusing on the implementation of ASOT&lt;br&gt;Engage in your best practice network using ASOT as a reflective framework</td>
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<td><strong>Engaged Partners</strong></td>
<td>Getting Ready For Secondary School&lt;br&gt;Parent and Community Engagement Framework</td>
<td><strong>Flying Start initiative</strong>&lt;br&gt;Liaise with feeder Secondary Schools&lt;br&gt;Implement protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies)&lt;br&gt;Develop a communication strategy with community regarding relevant changes&lt;br&gt;Continue the development of strategies concerning staffing and resource allocations&lt;br&gt;<strong>Parent and Community Engagement Strategy</strong>&lt;br&gt;Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement&lt;br&gt;Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter&lt;br&gt;Provide programs and opportunities for parents to build their capacity to support their child’s learning&lt;br&gt;Actively seek and develop a wide range of community partnerships&lt;br&gt;Complete the construction of the fixed roof to 25m X 35m Multi-purpose court&lt;br&gt;Continue the provision of Active After School Care for families&lt;br&gt;Investigate the establishment of a Kindy at our school&lt;br&gt;Investigate and possibly initiate the transition to Independent Public School program&lt;br&gt;Continue provision of after school instrumental music lessons&lt;br&gt;Continue provision of before school reading with all students in P-3 utilising the voluntary services of The Woodgate Readers&lt;br&gt;Work collaboratively with Woodgate RSL in preparing for ANZAC centenary in 2015 by establishing rapport with NZ Winton small school St Thomas Aquinas Primary school.</td>
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| **4High Standards** | T&L Audit priorities<br>Discipline Audit priorities<br>Internal Audit priorities<br>Opinion Survey priorities | **Curriculum Teaching and Learning/ Discipline Audit**<br>Specify detail and develop a whole-school approach to school improvement.<br>Clearly communicate plans for improvement in school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.<br>Develop an agenda for improvement which can be described in terms of student behaviours and outcomes.<br>Analyse the data over a number of years and be aware of trends in student
FOCUS AREA | SCHOOL PRIORITIES 2014 | IMPROVEMENT STRATEGIES AND ACTIONS 2014
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- achievement levels.
- Ensure targets for improvement are clear, monitored and accompanied by timelines.

FROM DISCIPLINE AUDIT:
- Develop formalised lessons that clearly outline the school’s behavioural expectations, based around the school behaviour matrix. Document and timetable the delivery of the explicit teaching of these expected behaviours.
  - Continue to develop, build on and implement the Goodwood Behaviour Folder, to use as an important tool by all staff members who teach and visit the school.
  - Develop and implement an effort and behavioural matrix to assist judgement when reporting A-E achievement to parents. A moderation process that includes all staff members would provide even greater levels of accuracy when reporting.
  - Implement a whole school approach for rewarding positive behaviour ensuring this is linked to the school wide expectations of: Respect, Effort, Safety, Self Responsibility. Ensure the reward process is consistently implemented and includes rewards for playtime behaviour.
  - Continue to build on the gathering of behaviour data to complement the soon to be introduced whole school rewards. Provide set behaviour meetings, ensuring minutes of these meeting are recorded. Ensure this data gathering process and review is added to the school Data Plan.
  - Including a greater number of positive Oneschool entries will provide a more developed student Oneschool behavioural profile.

Opinion Survey Priorities
PARENTS
- This school provides useful information online 87%
- Student behaviour is well managed at this school. 87%
- This school provides me with useful feedback about my child's progress 93%

STAFF
- There is good communication between all staff at this school. (57%)
- I feel I have a good work-life balance. (57%)
- I feel the Developing Performance process helps me to improve my work at this school. (71%)

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

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