

# NORTH COAST REGION MANGO HILL STATE SCHOOL

*OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future.*

**EVERY STUDENT SUCCEEDING**

*Our 2016 Explicit School Improvement Agenda is;  
Reading, Numeracy and U2B*

## 2016 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.

.....  
*Tracy Egan*

Tracy Egan  
Principal

22 / 2 /2016

.....  
*Anita Virgo*

Anita Virgo  
School Council Chair

22 / 2 /2016



2016

**Successful Learners**

*Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.*

Know your Learners

Analyse Student Data

- Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention.
- Five week cycles of collaboration to generate shared understanding of the standard.
- Further develop teacher expertise in data analysis to inform effective teaching and learning through PLC meetings.
- Leadership team to work with an external coach from QELI ensuring best practices in place to know learners

Improve Student Attendance

- Analyse trends in attendance data at the whole school, class and individual student level.
- Implement both proactive and reactive strategies to increase student attendance to 95%
- Communicate and promote student attendance rates in the wider community
- Develop a culture of expectation that 'Every Day Counts'.

I4S

- Provide effective and efficient financial support to enable sustained school improvement
- Provide professional development and coaching to deepen teachers' understandings of the Australian Curriculum: English and Mathematics learning area and provide targeted and scaffolded instruction to secure highly effective first teaching of essential concepts and skills in every classroom
- Develop a whole school approach for the identification of low and high performing students and specific actions to address difference
- Provide focused and intensive teaching using the Reading Tutor Program for students requiring additional support to demonstrate achievement against the year-level achievement standards in reading

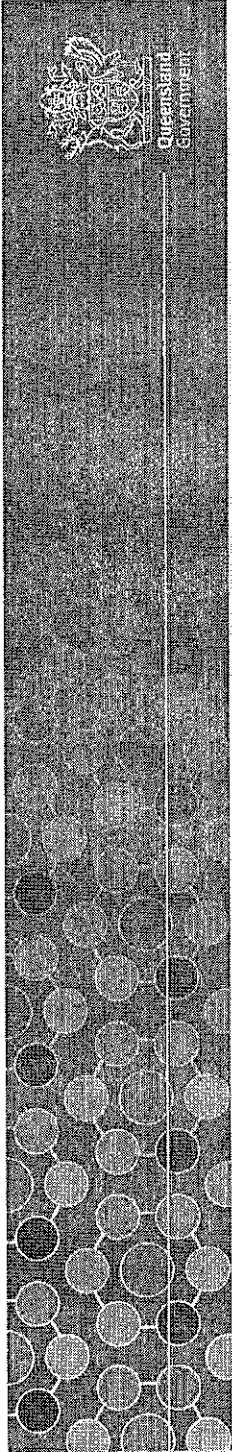
Cater for Student Needs

- Implement strategies to cater for students' academic, social and emotional needs
- Create engaging learning opportunities for all students that ensures each student has the opportunity for success through initiatives such as electives, lunch time clubs, competitions
- Support students social, emotional and mental wellbeing through a range of initiatives including group programs, Kids Matter, SWPBS
- Implement multi lit and mini lit to cater for students not reaching year level reading expectations

Upper 2 Bands Priority

- Utilize Reach classes to stretch the top 20%
- Use the PLC meetings to focus on question 4 'What will we do to extend the learning?' and use sector leaders to keep the focus on this at analysis meetings
- Continue C.I.T. work with QELI to focus on systems to meet the learners needs

Meet your learners' needs



	<ul style="list-style-type: none"> <li>• Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Personal projects, clustering, vertical timetabling, On Line Upper 2 Band Project, Lane Clark Thinking Based Literacies)</li> <li>• Provide challenging learning experiences that further develop reading and numeracy expertise</li> <li>• Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations</li> </ul> <p><b>NAPLAN Strategy</b></p> <ul style="list-style-type: none"> <li>• Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN</li> <li>• Reading NAPLAN diagnostic test developed with explicit links to content descriptors and reading checklist scope and sequence</li> <li>• Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</li> </ul>
<p><b>Great People</b></p> <p><b>Teaching Quality</b></p> <p><i>Teachers employing high quality, evidence-based teaching practices focused on success for every student</i></p>	<p><b>Australian Curriculum Priorities</b></p> <ul style="list-style-type: none"> <li>• Embed English, Mathematics, Science, History &amp; Geography (National Curriculum) using the C2C resource ensuring alignment with community expectations.</li> <li>• Continue to utilise the Draft National Curriculum for The Arts, languages and HPE to develop and implement quality units of work</li> <li>• Continue to align and embed Australian Curriculum in all settings.</li> <li>• Utilise the MH Assessment and Monitoring Framework to clarify expectations</li> <li>• Utilise digital technologies through the 1:1 BYOD program ePAL</li> <li>• Introduce the Digital Technologies- Australian Curriculum (coding)</li> </ul> <p><b>Literacy Priorities - Reading</b></p> <ul style="list-style-type: none"> <li>• Implement screeners to identify those students requiring assistance with phonological awareness, letter/ sound relationships, fine and gross motor and deliver programs to address these – SAT, let's get working, classroom based intervention strategies</li> <li>• Continue to embed a balanced reading program using the reading checklist scope and sequence to guide teaching and track learning</li> <li>• Embed a shared understanding and pedagogical practices of             <ul style="list-style-type: none"> <li>• Modelled Reading, 2. Shared Reading, 3. Guided Reading, 4. Independent Reading.</li> <li>• Introduce multi-lit and mini-lit to students not achieving year level expectations</li> <li>• Use PLC each fortnight to collaborate and clarify what is to be learned and discuss ways to differentiate</li> <li>• Use HOC (Reading coach) at PLC Meetings provide on the spot PD and guidance and follow up coaching</li> <li>• Use the PLC focus to build teacher capacity through observation and analysis meetings to discuss the learning and set goals for improvement</li> <li>• Utilise sector leader to keep focus on the learner through fortnightly analysis meetings and five week data tracking cycles</li> <li>• Introduce strive to address vocab concern and support teachers to implement this across the school</li> <li>• Continue the use QAR to support the development of the literacy skill of inference</li> <li>• Utilise NAPLAN Diagnostic to look for patterns and make links back to the content descriptors and reading checklist</li> </ul> </li> </ul> <p><b>Numeracy Priority</b></p> <ul style="list-style-type: none"> <li>• Embed MHSS Action steps to ensure best practice pedagogy and greater teacher knowledge in the teaching of Mathematics</li> <li>• Develop teacher capacity to write diagnostic tasks to develop an understanding of key concepts, to recognize and remediate key misconceptions and to inform classroom practice</li> <li>• Provide PD on problem solving and reasoning and coach teachers in the daily use of this explicitly linked to content</li> <li>• Practice and deepen number facts: develop and implement Mental Computation Program</li> <li>• Use the PLC focus to build teacher capacity through observation and analysis meetings to discuss the learning and set goals for improvement</li> <li>• Utilise sector leader to keep focus on the learner through fortnightly analysis meetings and five week data tracking cycles</li> </ul>
<p><b>Develop Professional Knowledge</b></p>	
<p><b>Develop Professional Practice</b></p>	

		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Master Teacher</b></p> <ul style="list-style-type: none"> <li>• Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices.</li> <li>• Focus on ensuring new staff have a quality induction to ensure they implement the MH Actions Steps</li> <li>• Work fortnightly with each year level team to identify what is to be learned, how this can be done, how support and extension can be utilised</li> <li>• Coach staff in developing effective pedagogical practices</li> <li>• Support staff to analyse data to identify misconceptions and plan adjustments</li> </ul> <p><b>Pedagogical Framework</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and embed an overarching Curriculum Framework based on ASOT</li> <li>• Ensure new staff have an understanding of ASOT DQ 1,2,3,4,6</li> <li>• Investigate and implement Design Question 5 and 9</li> <li>• Revisit ASOT DQ 1 focussing on tracking the learning</li> </ul> <p><b>Moderation</b></p> <ul style="list-style-type: none"> <li>• Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice</li> <li>• Provide opportunities at fortnightly PLC meetings to develop shared understandings of the standards</li> <li>• Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN (reference OneSchool)</li> </ul> <p><b>Performance Development Process</b></p> <ul style="list-style-type: none"> <li>• Embed the PDP with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.</li> <li>• Teaching staff Performance Plans align with AITSL Australian Professional Standards for Teachers</li> <li>• Consultation and feedback structures are in place and occur in a timely manner (Once a term)</li> <li>• Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices.</li> <li>• Implement processes to regularly monitor staff and personal wellbeing</li> </ul>	<p><i>Develop Professional Engagement</i></p>
			<p><b>Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Principal Performance Development Plan in place with ARD with clearly identified leadership focus.</li> <li>• Lead and model learning to develop a shared belief that all students can learn and all teachers can teach</li> <li>• Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.</li> <li>• Enable teachers to engage in effective coaching and observation opportunities to improve teaching practices.</li> <li>• Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.</li> </ul>
<p><b>Great People</b></p> <p>Principal Leadership &amp; Performance</p>	<p><i>Lead Teaching and Learning</i></p> <p><i>Develop self and others</i></p>		

<p><b>Engaged Partners</b></p> <p><b>Local decision making</b></p> <p>Schools ensuring community needs are central to decision making processes, autonomy and accountability</p>	<p><b>Embrace autonomy</b></p> <p><b>Create partnerships</b></p>	<p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>• Continue to utilise Independent Public School autonomy to ensure best outcomes for students</li> <li>• Continue to work with a range of services to support and sustain school improvement eg Regional office, QELI, Future Leaders Program</li> <li>• Develop partnerships within and beyond the school that support student learning</li> <li>• Embrace opportunities to collaborate with local communities</li> <li>• Through <b>Supporting Successful Transitions</b> explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres.</li> </ul> <p><b>Parent and Community Engagement Strategy</b></p> <ul style="list-style-type: none"> <li>• Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement</li> <li>• Use multiple communication channels to communicate with parents e.g. email, facebook, SMS, telephone, web portal and letter</li> <li>• Provide programs and opportunities for parents to build their capacity to support their child's learning</li> <li>• Actively seek and develop a wide range of community partnerships</li> </ul>
--	--	---

**CRITICAL REFERENCE:**

- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2014-2018