



Nundah State School Annual Implementation Plan 2017



School Improvement Priorities 2017

Improvement priority: Curriculum Engagement (staff and students)

Actions	Targets	Timelines	R/ Officer/s
Strategy – Inquiry Learning			
Whole-school implementation of the 5E's Inquiry model through Primary Connections – Science - professional development, instructional coaching, resources, linking to the 9 Gifts	<ul style="list-style-type: none"> ➤ 100% of teachers trained in Primary Connections Science ➤ 100% of teachers implementing 5Es inquiry model in their classrooms. ➤ 100% of staff implementing learning intentions and success criteria using the Nundah 9 Gift framework. ➤ 100% of teaching staff receive instructional coaching and engage in short term action research in inquiry learning in Science. 	<ul style="list-style-type: none"> ➤ Term 1 Primary Connections Training delivered on 20 January Student Free Day. ➤ By the end of 2017 full Primary Connections resourcing to support whole school implementation of 5Es inquiry model in Science. Each term staff will include in Science planning learning intentions and success criteria using the Nundah 9 Gift framework. ➤ By the end of Term 1, 5 staff will have received coaching and engaged in short term action research to implement inquiry learning in Science - 10 by end Term 2, 20 by Term 3 and 30 by Term 4. 	Jane Newman with HOC Greg Kitson
Continue Strategic Action Research Teams (STAR) using an inquiry stance for the development of signature pedagogies: Inquiry Models, HOT, A4L, Cooperative-Collaborative Learning.	<ul style="list-style-type: none"> ➤ 100% of teaching staff participating in Action Research Projects. ➤ 100% of teaching staff involved in each team committing to implementation, data collection and sharing of practice. 	<ul style="list-style-type: none"> ➤ Term 1 Develop the Model for Action, Identify goals and establish milestones. Agree on instrument to measure effectiveness of change in pedagogy. ➤ Term 2&3 Implement intended actions and check in every 3 weeks. ➤ Term 4 finalise and showcase project progress. 	STAR team leaders.
Strategy – Age Appropriate Pedagogies			
Continued capability development of new and existing classroom teachers. Upskill and provide opportunities for training and collegial conversations.	<ul style="list-style-type: none"> ➤ 100% Prep + optional for Early Years staff ➤ Check-ins ➤ Targeted professional learning 	<ul style="list-style-type: none"> ➤ By mid term 1 ➤ Twice term ➤ 1 per term 	Jane Newman with Miranda Sainsbury
Establish a network with local Early Childhood providers and transition program.	<ul style="list-style-type: none"> ➤ Revise and review transition program ➤ Liaise with Transition officer (Jo Minto) 	<ul style="list-style-type: none"> ➤ By end of term 2 ➤ Termly 	Jane Newman with Miranda Sainsbury
Strategy –English teaching			
Review scope and sequence for English and develop success criteria for Speaking, Listening, Viewing	<ul style="list-style-type: none"> ➤ 100% of teachers utilising success criteria in the PCC sessions. 	<ul style="list-style-type: none"> ➤ Term 1 & 2 Commence ➤ Term 3 Trial ➤ Term 4 Reflect, refine. 	Deb Cox
Review L2R and R2L pedagogies to improve student engagement and balance of learning time in all learning areas. (In response to the agreed recommendations from the R2L survey (2016))	<ul style="list-style-type: none"> ➤ 100% Teaching staff formally trained in R2L ➤ 100% of teachers using learning intention within English units 	<ul style="list-style-type: none"> ➤ Units 1 to 6 Reflect, Refine, Implement and Review 	Lisa O'Connor/ Cindy Keong

Improvement priority: Curriculum Engagement (staff and students)

Actions	Targets	Timelines	Responsible Officer/s
Strategy – Purposefully Connected Curriculum			
Expand opportunities for Student Voice and ownership of school environment/events for learning <ul style="list-style-type: none"> Engage Year 6 students - graduation program. Links to e-learning and design technologies - Screen It 	<ul style="list-style-type: none"> Year 6 - graduation Year 5/6 - design technologies 2 project offerings for P-2 2 project offerings for 3-4 	<ul style="list-style-type: none"> Term 1 - Establish process and budget Term 2 - Commence working/planning parties and commence offerings Term 3/4 - Share projects with broader community. Call for projects 2018 	Jane Newman with HOC Cindy Keong
Continue collaborative planning to align with ACARA with links to Nundah 9 gifts.	<ul style="list-style-type: none"> 100% of teachers collaborative planning and independently using the alignment tools. 	<ul style="list-style-type: none"> by end of Sem. 1 	Jane Newman with HOC Cindy Keong
Whole school approach to learning intentions, success criteria and feedback including differentiation – personal goal setting.	<ul style="list-style-type: none"> 100% introduced to whole school approach 80% of teachers independently developing and implementing learning intentions, success criteria and feedback 	<ul style="list-style-type: none"> By end of Term 1, 2017 By end of 2017 	All Leadership Team
Values, beliefs and gifts and Play is the Way alignment and programming, links to curriculum.	<ul style="list-style-type: none"> Review current school documents Reformat documents and present to staff for feedback and publishing 	<ul style="list-style-type: none"> By end of Term 2 By end of Sem. 2 	Jane Newman with HOC Cindy Keong

Strategy – Contemporary Learning

Continue the implementation of the SAMR model – via year level collaborative curriculum planning	<ul style="list-style-type: none"> 100% teacher awareness of SAMR model. 80% inclusion of SAMR year planning 	<ul style="list-style-type: none"> end 2017 	Jane Newman with T/L eLearn Alex Moran
Continue implementation of digital technologies curriculum to all staff – robotics, coding and digital storage	<ul style="list-style-type: none"> 100% teacher access to Lego and Sphero robots 100% teacher involvement with one/both robots 100% student access to robots 100% implementation of cybersafety units from P-6 through AC Health 	<ul style="list-style-type: none"> Semester 1, 2017 	Jane Newman with T/L eLearn Alex Moran
Audit and replace aging technologies	<ul style="list-style-type: none"> Replacement schedule of aging technologies - 20% replacement of IWB 20% Replacement of laptops replacement of switch 	<ul style="list-style-type: none"> Term 1, 2017 Term 3, 2017 	Jane Newman with T/L eLearn Alex Moran

Improvement priority: Enhancing Inclusivity in our School Culture**Strategy – Personalising Learning**

Establish peer coaching triads to realise our signature pedagogies	<ul style="list-style-type: none"> 90% of staff to be trained in coaching 100% of staff to be offered ongoing coaching triads sessions to learn from one another 	<ul style="list-style-type: none"> Term 1 Coaching training continues Terms 1 – 3 Triad practise and refine Term 4 Reflect 	Jane Newman with HOC Lisa O'Connor
Introduce writing conversations as part of A4L.	<ul style="list-style-type: none"> 100% participate and action data and interventions from conversations 	<ul style="list-style-type: none"> Introduce Term 1 100% participation by end of 2017 	DP- Shona Arneil with Cindy Keong
Refine tracking and monitoring of case-management and SWAN referral processes	<ul style="list-style-type: none"> 100% of SWAN team using whole school tracking tool 	<ul style="list-style-type: none"> Term 1 	DP- Shona Arneil with SWAN TEAM

Improvement priority: Enhancing Inclusivity in our School Culture**Strategy – Personalising Learning**

Review and refine practices for intensive and focused teaching and explore extension and enrichment opportunities.	<ul style="list-style-type: none"> ➤ Establish and implement whole school extension policy and procedures. 	➤ By the end of 2017	DP- Shona Arneil with SWAN TEAM
Master Teacher Project Year 3 and 4	<ul style="list-style-type: none"> ➤ 100% of Year 3 and 4 students improve in writing – as measured externally marked samples (Mighty Minds) correlated with Naplan (Year 3) and A-E data. ➤ 90% of Year 3 students achieving A-C in productive mode of English (2016 – Year 2 85 %) ➤ 85 % of Year 4 students achieving A-C in productive mode of English (2016 – Year 3 - 79%) ➤ 100% of Year 3 and 4 classroom teachers describe increased self – efficacy in providing effective feedback to students in writing 	<p>Term 1 – Baseline data collected.</p> <ul style="list-style-type: none"> • Focus on The WHAT of the feedback ➤ Review of GTMJ for both teachers/students. ➤ Learning Intentions and success criteria. ➤ Teacher professional development, practice and calibration opportunities for giving feedback on work samples. <p>Term 2 - Teacher PD and classroom procedures trialled</p> <ul style="list-style-type: none"> • Focus on the HOW and WHEN of the feedback – ➤ Use collated research to inform pedagogy for effective feedback – “Embedding Formative Assessment” - practical methods, self-evaluation, peer feedback processes. <p>Term 3 – Mentoring/ Coaching around feedback in writing Term 4 - Refining of processes and sharing</p>	DP- Jane Newman with Kerryn Grice
Apply the established feedback models into other year levels.	100% of classroom teachers using school processes for A4L in English by end of 2017.	Term 3/4 – initiate schoolwide processes for Assessment for Learning in English, including learning intentions, formative assessment, effective feedback procedures, purposeful feedforward into future units	DP- Jane Newman with Kerryn Grice

Strategy – School climate and realising values

Maintain commitment to common psychological base (Choice Theory, Reality Therapy and Lead Management) offering further professional learning and application in classrooms	<ul style="list-style-type: none"> ➤ 100% of staff trained in BIT ➤ 90% BP ➤ 50% AIW ➤ 100% in PitW ➤ SOS: This school has a strong sense of community (90% parents) ➤ Develop a parenting program based on psychological base. 	➤ Term 1-4, 2017	DP- Shona Arneil with Deb Cox Principal
Continue to leverage current efforts in PACE framework with allocation of a PCLO for enhanced community collaboration.	<ul style="list-style-type: none"> ➤ SOS: This school has a strong sense of community (90% staff) 	➤ Term 1, 2017 – (PR, C&C)	DP- Shona Arneil with PCLO

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirement



Principal

P and C

Assistant Regional Director