

2013 ANNUAL IMPLEMENTATION PLAN

NUNDAH STATE SCHOOL



Key priorities for 2013

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school

Two key questions and 4 key drivers begin our focus on school improvement in learning gains:

1) How do we want to work together?

Creating a positive and focussed shared language and school culture
Building leadership capacity and capability for whole school practice

2) What works?

Determining evidence-based assessing, teaching and learning practices for Nundah SS
Enacting purposeful change to maximise student learning gains

What is our compelling purpose ?

- * Whole School pedagogical practice.
- * Expert Teaching Teams.
- * Improved learning gains for all students.

Documents attached include

- The Annual Financial Report 2013
- The Budget Overview Report 2013
- The Budget Overview Report 2012 (in lieu of Financial Report)
- School Improvement Targets for 2013

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

SCHOOL CURRICULUM

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Implement the Australian Curriculum	Maintain implementation of English, Maths and Science, and expand into History.	Skills in interpreting learning statements to identify clear curriculum intent. A Exemplars and / or Annotate Samples to link Moderation of standards and reporting against progress of achievement standards. Show teaching times allocated in Timetable	100% teachers each English Unit each unit and Sem	Checks Sem 1 Sem 2	HOC – Cindy Keong	C2C Moderation procedures
	Accessing C2C through OneSchool,	Develop Teacher Skills in accessing Using Markbook feature/s	100% teachers Each Unit	Checks Each term	HOC – Cindy Keong	Team Managers
Supporting eLearning and provision of ICT	ICT infrastructure	Complete wireless install across school to enable access to Australian curriculum for learning and demonstrating learning	100% access across school	End Term 1	Principal – Deb Cox	P&C Funding
	ICT equipment	Complete provision of equipment for portable access, laptop banks x 4; I pads, Classroom Digital Packs, and also IVBs.	Projector each class Digital pack each class Bank laptops each for P-1, 2-3, 4-5 and 6-7	End term 1	TL Manager – Arlene Smethurst	School ict funds Parent Vol Levies
	eLearning	Provide support training and assistance to staff to implement student ict expectations; including reporting against these.	50% of staff supported to implement new learning as identified	Sem ½ Sem 1/2	TL Manager – Arlene Smethurst	ICT PD funds
Expand specialist curriculum offerings	Dance Drama	Dance and Drama lessons provided (semester each) for Yr Prep to 5 students, and relieving curriculum pressure on classroom teachers.	Student engagement and interest	Sem 1/2	Vicki Hicks and DP	As per budget; including pd for teacher
	Opportunities for Extra-Curricular events	Eg School Fancy Dress Ball.	1 event each term	Sem 1/2		
Review PE Program	Swimming	Reviewing swimming program to ensure teaching reflects student current skills, and profiling showing growth and improvement, and increased reporting accountability and student feedback.	Profiling and Certificates 100% students	Term 1 / 4	Mick Gaynor DP	Nundah Sharks swimming coaches
	Sports program and organisation of events.	Review sports organisation and preparing programs as school becomes larger. With Sports Advisory Group (staff and parents) to meet each month.	Monthly meeting Consultation Feedback to p&C and staff.	Term 1	Mick Gaynor DP	Sports Advisory group

SCHOOL AND COMMUNITY

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Communication to ensure Confidence in operations, teaching and learning, and system procedures.	Promotion about Curriculum, Teaching and Learning and other AIP goals Explanation of procedures and practices Maintain school traditions and rituals and expand as appropriate.	Use newsletter, parent evenings, meeting and website	Monthly communication at minimum, and aim weekly regarding one of these	Ongoing	Principal – Deb Cox	Newsletter Website Meetings
Update Newsletter, School Website and create aligned Calendar and App for parents.	Newsletter	Transition updated newsletter to digital version which is emailed; honoring new design, fonts etc Monitor access of digital and need for paper version - equity	Currently 80% are accessing Increase to 95%	Term 1	Principal – Deb Cox	Office staff. Local supplier
	School website	Review and redevelop school website to be more update, more easily maintained, easier to find, more modern and professional, and student friendly.	Completed website, with reviewed content.	End Term 2	Principal – Deb Cox	Office staff. Local supplier
	Calendar and App.	Link Calendar on website, to newsletter and app for parents so they can receive notifications of changes to calendar, and also messages.	Completed and operational.	End Term 2	Principal – Deb Cox	Office staff. Local supplier
P&C Sub-groups .. manage, align expand working parties, and ensure clear briefs and communication procedures.	Communication procedures for decision-making	Ensure procedures developed last year regarding sub-groups and communication, and decision making are followed, and enacted appropriately, including all agenda items to go in newsletter on Monday before P&C.	Monthly communication at minimum.	Ongoing	Principal – Deb Cox	Secretary P&C New templates and procedures
	Clear roles and briefs.. our job is and isn't.	Meet with leaders of teams and staff representatives to ensure different roles/ briefs are clear.	Monthly communication at minimum.	Term 1 after AGM	Principal – Deb Cox	Team Leaders and procedures.

TEACHING PRACTICE

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
<p><i>What works?</i> * Determining evidence-based assessing, teaching and learning practices for Nundah SS * Purposeful change to maximise student learning gains:</p>	Framing Learning Intentions and Success Criteria As per ASoT, to drive Reading/Writing Pedagogical Process eg WALT, WILF.	Overview – Learning Intentions: Cognitive and Affective Domains Butler model – tapping into Personal practical knowledge, as well as research etc. Revised Bloom’s Taxonomy as a filter/frame for our learning intentions (staff and students) Bloom’s at work in the Australian Curriculum learning statements to draw learning intention and goals. Work on unpacking learning intentions to design pedagogy for English C2C units, initially with action research team; then later all staff.	100% staff PD overview 5 key staff, then remainder	Term 1 Term 1 then Term 2-3	DP DP HOC and Ped Coaches	Leadership Team Reading to Learn materials Jane Kelly and PD \$ Other Schools.
	Visible Teaching and Learning Research – making meaning of Hattie’s research.	Use for staff to reflect on our strengths at Nundah and then the significant impact of those, reframe and select where we spend our time and attention based on making a difference.. Traffic Lights .. Keep doing, consider stop, Start doing	100% staff participation and understanding	Term 2	Principal – Deb Cox	Hattie Books and presentations
	Make connections to and maintain ways of working with the Aust Curr established i	Unpacking assessment, intentions, create or annotate A exemplar, select teaching experiences for different groups, profiling students at need, moderation of student work, reporting against standards etc.	100% staff engagement in processes	Ongoing	HOC – Cindy Keong	
	Researching Evidence based practice... <i>establishing what and why... to create compelling purpose.</i>	United in Pursuit of excellence – revisiting corporate expectations Teaching and Learning Audit, best practice, video vignettes, exploring what aiming for. Masters Report Change Model School Data sets EQ Pedagogical Framework unpacking.	100% staff engagement in processes	Term 1-2	Principal – Deb Cox	Leadership team
Pedagogical framework for school; ASoT	Initial in depth training	Pedagogical Coach positons initiated and to attend full 5 day Art and Science of Teaching Training Briefing, sharing and training of leadership team.	Attendance and assisting planning to implement in blend with R2L	Term 1-2	Ped Coaches – Arlene and Kerryn	Leadership team Books
	Sharing and framing elements with staff	Overview workshoped with staff, and assist to make links to pedagogical framework processes, Hattie work, and help decide / frame links to initial aspects of Reading to Learn, eg Learning intentions, routines		Term 2-3	HOC Cindy and Ped Coaches – Arlene and Kerryn	Leadership team Books
Pedagogical processes for teaching of Reading and Writing .. Reading to Learn (R2L)	Reading to Learn training	Leadership Team to all attend all Modules Training from Term 1 2013 to Term 1 2014. Reading Action Research Team also invited to do training at same time. All staff to be trained in R2L modules Model to be Gradual Release of Responsibility.. I do (PD) We do together, You do (together) You do independently	100% staff trained and supported to implement whole pedagogical process	Term 1 Term 2-3-4	HOC Cindy and Ped Coaches – Arlene and Kerryn	Leadership Team Reading to Learn materials Jane Kelly and PD
	R2L Implementation begin	Ongoing support, coaching, modelling mentoring in planning processes to interpret learning intentions in C2C, and then develop R2L cycle of teaching using pedagogical processes... incorporates high expectations, quality literature, scaffolding and intensive teaching. Related review of other Literacy practices, eg Spelling, Phonics, Grammar, Reading groups, Home reading resources.	Improvement in Student data sets – Naplan, PatR Pat M, Report Card data moderated etc	Term 1-4	HOC Cindy and Ped Coaches – Arlene and Kerryn	
	R2L Reflection and Sharing, Feedback Learning with ohters.	Sharing and networking with other R2L schools. Sharing and feedback by PIN principals in Instructional Rounds.	Staff willingness to share and receive feedback as measure	Term 4	Principal – Deb Cox	Leadership Team
Using data to inform practice. Knowing our Learners	Differentiation Cones for Reading, Writing, Science, Maths for each class	Each teacher develop usefulness for Yr 1-7 Student Learning Journey Data; Prep enrolment information; by mapping initial differentiation cones	100% return and discussion regarding to inform planning	Term 1	STLaN – Alison Daly	
	Student Portfolios	Reviewing and maintaining NEW paper student portfolios Create and establish procedures for Digital Portfolios	100% students have paper and begin development of electronic	Term 2-3	STLaN – Alison Daly	
	Begin goal setting processes from Feedback on WALT, WILF.	Data analysis, goal setting with reference to individual students. PAT R, M, and Naplan data analysis processes, build staff skills.	100% staff engagement in processes	Term 2-3	DP	
	Reading – triangulation of data	Understanding of effect size, and analysis of Pat R effect size data, and Naplan; and other reading tools.	100% staff engagement in processes	Term 1-2	Principal – Deb Cox	
	Writing samples to inform Reading Progress	Analysis of student reading data, and writing samples to inform teaching and learning based on R2L criteria. Baseline data sets for sample, then each class, then whole school.	Yr 1 samples across 5 cohorts with 2 trial groups, then whole school 1 genre.	Term 1-4	HOC and Ped Coaches – Arlene and Kerryn	
	Individual learning plans	Expand implementation of Bridging Learning, Data analysis, and Individual Learning Plans for SWAN children (S tudents with A dditional N eeds) including indigenous, learning difficulty, learning disability, gifted, extension etc children.	100% students At Risk have IEP, ISP, ILP, or IBP as needed	Ongoing	STLaN – Alison Daly	

PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Principal Instructional Leadership Capacity building	ASoT training R2L Training Active participation in PIN group	Attend 2 day overview Principal training Attend 6 day modules of R2L training. Professional Personal Reading and Reflection.	Attend learn connect Attend learn connect Coaching and work with teachers	Term 1-2 Term 1-2 Term 2-3	Principal – Deb Cox	\$
Leadership Team Capability Building and Developing Performance Plans <i>* Building leadership capacity and whole school practice</i>	Thorough Induction procedures	for staff “New to Nundah” from 2012, and contract staff. Program negotiated between set agenda for school, and group priorities	100% NEW staff engagement in processes	Term 1-2	Principal – Deb Cox	
	Leadership opportunities for those who identify.. as yr level managers and in particular as key teacher leaders in main training pedagogy initiatives: and leadership learning Mazano .. Art and Science of Teaching and Reading to Learn	Pedagogical Coaches to attend 5 day ASoT training. Expanded Leadership team to all attend 2 days ASOT. Leadership Team to attend all 6 days of R2L	Attend learn connect	Term 1-2	Principal – Deb Cox HOC – Cindy Keong	\$
	Roles and Responsibilities.. for outcomes, not just activities/tasks	Develop process to negotiate and delegating outcomes to leaders and teams; based on their initial data collection, goal setting etc as per change model.		Term 2 begin	Principal – Deb Cox	
Creating Culture of Learning, Coaching, Mentoring <i>How do we want to work together? * Creating a positive and focussed shared language and school culture</i>	Short term visioning and direction setting	Team building, eg Steve Francis boost	100% staff engagement in processes – ALL STAFF	Term 1	Principal – Deb Cox	Books \$
	Explicit use of and modelling Protocols, and learning intentions	Working with, Modelling How, and building a culture of practice around protocols, feedback, reflection, goal setting and learning from one another		Ongoing	Leadership Team	
	Maintain and frame Artefacts of work and discussion Sharing of learning and reflections on regular basis	Around staffroom/professional learning place to show history; revisit, link new learning to old etc.	Collection	Term 1-4 for 2014 also	Principal – Deb Cox	
Developing Performance Plans for Teaching Staff	Review all Staff Developing Performing Frameworks	Review goals, achieved and set new goals based on new understandings regarding teaching Reading, and differentiation.	100% staff engagement in processes	By end Term 3; Begin Term 2 with action team.	Principal – Deb Cox Leadership Team – particular staff working with coaching	
Developing Performance Plans for Non-Teaching Staff	Office Staff Teacher Aides Cleaners and Facility Services Officer	Develop appropriate processes, checklist form particular to role and engage staff in input into, rework and begin process Facilitate feedback processes/ audit eg cleaning to frame goals and ensure access to appropriate PD and learning.	All staff have Plan and reviewed	Process Term 1 Plan Term 2 Review Term 3 And renew T4	BSM – Sharron Keogh	Position Descriptions Sample programs and template Audit and feedback tools.

OTHER REQUIREMENTS

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Facilities Maintenance (School)	MAR List	Input into, prioritise with P&C input.	New updated MAR	Term 1	Principal – Deb Cox	ASM \$
	Safety issues	Address urgently and as identify eg grates/ drain covers/concrete uneven/ steps and retaining wall near		Term 1	Principal – Deb Cox And BSM – Sharron K	\$
	Scope of works for main works prioritised.	Jun Toilets, Staffroom, Workroom/Meeting room, Other Offices ie Principal, BSM, DP, Reception, then 2 classrooms, Stage room and 7M;	Completed maintenance and renovation.	Term 1-2	Principal – Deb Cox And BSM – Sharron K	ASM \$
	Other prioritised as fund allow	As per list		Term 3-4	Principal – Deb Cox And BSM – Sharron K	ASM \$
Facilities Development (P&C)	Library Renewal	With the redevelopment of meeting room and staffroom, and portable devices, this enables us to renew redevelop and expand out limited library space.	Repurposed set lab and meeting rooms in Library.	Term 2-3	TL Manager - Arlene Smethurst.	P&C fundraising and grants etc.
	Pool Heating	Now shower, toilet block facilities redeveloped, Install heating to enable pool to be open all year, Successful City Council Grant	Completed and operational.	Term 2-3	BSM – Sharron Keogh	Swim Club \$ and Grant \$
	Pedestrian entrances	Reinstall gates to pool carpark Design and investigate entrance for pedestrian at front of school with more parking Design and investigate entrance to Prep off roadway.		Term 1 Term 2 Term 4	Principal – Deb Cox And BSM – Sharron K	P&C fundraising and grants etc.
Transition Planning for Yr 7 2015	Staff	Work with local feeder high schools re opportunities for sharing and visits, eg consider transition of teaching	% of staff interested	Term 1	DP	
	Students	Consolidate processes begun in 2013 for yr 6-7 to be leaders in 2014, with same camp, leadership opportunities, transition visits etc.		Ongoing	DP	
	Parents	Communicate with parents regarding processes and provide opportunity for input on concerns, worries, promote evenings at local shs, guest speakers to come to our school from local SHS		Term 3-4	DP	
System Audit recommendation/s	Health and Safety – few area of review of practice, including training, assessments, safety data sheets,	As per action plan for audit response.	100% compliance	Term 1	Principal – Deb Cox And BSM – Sharron K	
	Non-Teaching Performance Plans (as per list)	As per action plan for audit response.	100% compliance	Term 1	BSM – Sharron K	