

Laura State School: Annual Implementation Plan 2015

The FNQ Service Commitment:

100% of students graduate as confident, healthy young Australians and achieve:

- An OP and enter university or
- A clear VET pathway to employment or
- Paid employment of 25+ hrs/week or
- Alternative pathways for some students with special needs.

In all schools in the FNQ Region in 2014 school improvement planning and work will focus on:

1. Improving teaching:

- Explicit teaching practices in all classrooms
- The teaching of reading, writing and numeracy
- Teachers refining and embedding the Australian curriculum and foundational learning programs
- Leaders coaching and supervising teachers

MSSWD implications:

Provide meaningful and continuous learning engagement for all students to enhance school-wide standards of learning, safety and behaviour.

Build staff capacity to implement consistent curriculum and pedagogical practices to meet the learning needs of all students.

2. Refining and embedding data based decision making:

- Using data to set school benchmarks, targets and short term individual student goals
- Measuring and monitoring school and student improvement using OneSchool

3. Implementing SLT models and tools at all leadership levels:

Systems: P & A Systems: SRD, AAP, WPR, ISR

Tools: Task Assignment tool.

4. Connecting parents and caregivers with their children's learning.

- Practices reflect that parents & caregivers are central to their children's learning
- Two-way communication strategies are used to seek and share information
- Practices are inclusive and acknowledge diverse cultural contexts and identities
- Expectations for maximising student learning and wellbeing are shared.

MSSWD implications:

Adopt 'people first' language to ensure all school and community members are welcomed, valued and respected.

Implement inclusive enrolment processes.

School Improvement Priorities and Strategies for 2015

Priority 1: Improving teaching.

Strategy 1.1:

Embed the Laura SS Coaching Model to build capacity and effectiveness in explicit teaching and classroom management

Differentiate C2C Units and Foundational Learning Programs (EMMS, JEMMS, Spelling Mastery, SRA, Jolly Phonics) to cater for a wide range of learners and learning styles

Embed NAPLAN strategies designed to continue strong results sustainably

Embed and review pedagogies/C2C units/FLP's/Consolidation sessions for effectiveness and look for opportunities to build capacity in the delivery of these programs

As teaching principal lead by example to continue and improve the culture of high expectations amongst all staff at LSS

Quality assure using the Improving teaching System, in particular the capability continuum for teacher self reflection

Priority 2: Refining and embedding data based decision making.

Strategy 2.1:

Embed 3 weekly collection and analysis of data to assess the effectiveness of teaching and learning strategies in Reading and Numeracy

Embed benchmarks for literacy and numeracy that align with and exceed FNQ minimum benchmarks

Embed the use of OneSchool as the common vehicle for storing data and planning at Laura SS

Continually review targets and benchmarks to challenge the performance horizons at Laura SS

Professional development for all staff to improve their ability to interpret data and adjust planning as required

Implement the FNQ Maths Assessment tool and establish systems to triangulate A-E data with NAPLAN and PAT

Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels.

Strategy 3.1:

Implement AAP as the driving force behind Laura SS in 2015

Implement and embed Systems Leadership Theory as the model for giving tasks and measuring efficiency

Develop and implement a Teacher Performance Development Plan that aligns with FNQ Priorities.

Embed the Laura State School Assessment Framework to collect data that aligns with FNQ Priorities.

Embed Classroom Walk Throughs, Specific Role Descriptions, and Data Analysis meetings to gauge effectiveness of curriculum and instruction

Design and produce "Small Schools, Smart leadership" - a suite of systems designed to assist new Band 5 Teaching Principals negotiate the challenges of their new role.

Implement FNQ Regional Systems for attendance, behaviour and ITS

Priority 4: Connecting parents and caregivers with their children's learning.

Strategy 4.1:

Embed opportunities for community members/agencies to make regular contributions to the school: local rangers, health clinic, Ang-gnarra Aboriginal Corporation, Quinkan Cultural Centre, local artists, police and fire wardens

Embed once a term "Big Breakfasts" at the start of each term to invite parents/carers into the school.

Embed regular positive contact between staff at Laura SS and parents at every opportunity- calls home, letters, home visits, award nights, community garden and fundraising events at the school

Embed SWPBS as the Laura SS system for positive behaviour support

Embed once a term formal updates on their child's progress (2 x parent/teacher conferences, 2 x report cards).

Consult community stakeholders in relation to the expenditure of Great Results funding

Conduct Indigenous Student Leader Camp at Laura Aboriginal Dance Festival