



# **Annual Implementation Plan 2012**

**Ingleside State School**

**South East Region**

**Government**  
'Context and Vision'



**GOVT**

"... a state where knowledge, creativity and innovation drive economic growth to improve prosperity and quality of life for all Queenslanders"

**Department of Education and Training**  
'Business'



**DET**

"... Clever, Skilled and Creative Queensland"

**Region**  
'System'



**SE Region**

"... high quality services that consistently exceed community expectations."

**Education Services**



**STRATEGIC OBJECTIVES**

**United in the Pursuit of Excellence**  
 School and Community Partnerships  
 High levels of community confidence in the school's performance and achievement  
 School Curriculum  
 Consistency in curriculum planning and implementation to improve learning  
 Teaching practice  
 High quality teaching focussed upon the achievement of every student  
 Principal leadership and School capability  
 Instructional leadership with an unrelenting focus on improvement

**DELIVERABLES**

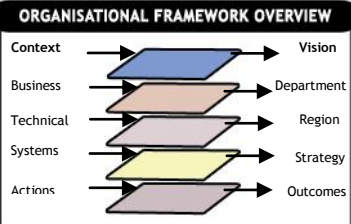
School and student Performance Improvement  
 Community confidence in Public Education  
 Close the Gap between Indigenous and non-Indigenous students  
 Australian curriculum and LOTE  
 Curriculum into the Classroom deployed locally  
 Enhance Principal and school capability and capacity.

**Schools**



**STRATEGIC OBJECTIVES**

Teaching and Learning Audit recommendations actioned with explicit school strategies .  
 Implementation of National Curriculum and mandatory LOTE  
 Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations  
 A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.  
 Implementation of developing Performance Plans for administrators and teaching staff.  
 Consolidation of Oneschool as the operational environment for school data, plans and financial operations.



**ASPIRATIONAL GOALS**

**Success**

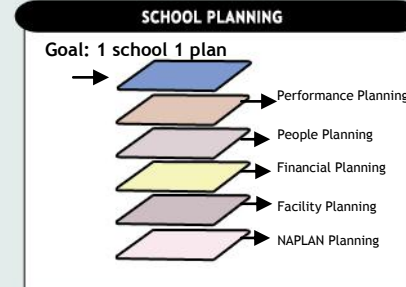
- 100% of year 12 students graduate with OP or VET qualifications.
- 100% Aboriginal and Torres Strait Islander students Earning a living past year 12.

**Achievement**

- 100% of students above the NMS.
- Double the percentage of students in the top 2 bands.
- Close the indigenous achievement gap.

**Confidence**

- Strong market share through improved public confidence.
- 100% of schools have successful financial and Teaching and Learning Audits.
- 100% of schools operating at 3<sup>rd</sup> or 2<sup>nd</sup> of separation.



**Vision Alignment** → **Alignment** → **Alignment**



# Ingleside School

## Annual Implementation Plan 2012

### Our School Vision:

- *To develop a well facilitated and resourced school, which offers a caring environment for our motivated staff enabling them to provide students every opportunity to reach their highest potential; academically, socially and emotionally.*
- *Strong partnerships with parents, community and businesses will have an integral role in supporting the rapid growth of our school.*

### Our School Values:

- *Individual diversity*
- *Consideration of others: respect, honesty and caring*
- *Diligence, resourcefulness and individual strengths*
- *Confidence, awareness and resilience*
- *Education and a culture of learning*
- *Environment*
- *Cultural heritage and diversity*

### 2012 Strategic Objectives

1. *Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.*
2. *Implementation of the Australian Curriculum and mandatory LOTE*
3. *Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations*
4. *A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.*
5. *Implementation of developing Performance Plans for administrators and teaching staff.*
6. *Consolidation of OneSchool as the operational environment for school data, plans and financial operations.*

High Value, High Impact, Performance Areas 2012	How will our success look and feel?
<ol style="list-style-type: none"> <li>1. <b>Implementation of the Australian Curriculum</b></li> <li>2. <b>Curriculum: Reading Comprehension and Grammar and Punctuation</b></li> <li>3. <b>Differentiation: Personality profiling of all students and staff using Aus IDentities</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Uniform and consistent school, planning, reporting and assessment</b></li> <li>• <b>School wide improvement in PM Reading Benchmarks and NAPLAN results in Reading, grammar and punctuation with the aim of all students improving at least 2 bands. There will be a strong focus on all students being at or above the NMS in all areas.</b></li> <li>• <b>School wide use of the Aus IDentities to allow for differentiation in all classes, every student will be profiled and teachers will cater for individual learning styles.</b></li> </ul>

# Our Plan : Who / How/ When / What

2012			
	<i>Strategies / Actions</i>	<i>High Value High Impact Improvement areas: Specificity</i>	<i>Note</i>
A Culture that Promotes Learning	<ul style="list-style-type: none"> <li>• Unpack the National Curriculum and ensure that all teachers are confident and competent at delivery of the curriculum:               <ul style="list-style-type: none"> <li>○ Curriculum Intent-what do the students need to know?</li> <li>○ Feedback- what do the students already know?</li> <li>○ Assessment- what have the students learnt and how well have they learnt it?</li> <li>○ Sequencing of teaching and learning-how do I teach the students what they need to know?</li> <li>○ Making judgements-how do I evaluate the quality of students' performance and their depth of learning?</li> </ul> </li>   <li>• Professional Development in areas around               <ul style="list-style-type: none"> <li>○ Curriculum knowledges around the National Curriculum</li> <li>○ Strategies for Differentiation</li> <li>○ Formative Assessment Strategies</li> <li>○ ICTs to support curriculum development and implementation</li> </ul> </li>   <li>• Professional Sharing and Collaboration               <ul style="list-style-type: none"> <li>○ Staff Meetings</li> <li>○ Planning Days</li> <li>○ One Portal Team Sites</li> <li>○ Peer Mentoring Programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers to use OneSchool planning for units of work in English, Mathematics and Science.</li>   <li>• Class teachers to use mark books on OneSchool for English, Mathematics and Science.</li>   <li>• The school will provide professional development in the National Curriculum which assists in the implementation of the new curriculum.</li>   <li>• Continued training in Aus Identities to assist teachers in developing strategies which are suited to each individual. The teachers will also be aware of their own personality type and the need to modify their own approaches to provide the best opportunity for learning with the children in their class.</li>   <li>• ICTs are a priority, teachers will be supported in developing virtual classrooms</li>   <li>• The teaching staff will be supported in improving their knowledge and use of the tools in OneSchool for curriculum planning and assessment.</li> </ul>	<p>All staff to have each child's profile in their individual folio. Feedback given at staff meetings of strategies which have been used, and their success or otherwise.</p> <p>Investigate the most suitable delivery system in Prep/1 and 2/3.</p>
Analysis and Discussion of Data	<ul style="list-style-type: none"> <li>• Introduce the Prep-Year 7 Personality Profile, all teachers to transfer each child's profile into their personal folio.</li>   <li>• School Reading Wall in the Staffroom, every child's PM benchmark to be monitored and each improvement to be celebrated at School Parade.</li>   <li>• Introduce Pat Spelling into assessment</li>   <li>• NAPLAN data to be analysed to support teaching and learning, each child is to be monitored and made aware of their most recent band in each strand and set goals for next test.</li>   <li>• Maintain the collection of data, analysis and reporting of the data around               <ul style="list-style-type: none"> <li>○ NAPLAN</li> <li>○ QCATS</li> <li>○ Pat R</li> <li>○ Pat M</li> <li>○ Pat Spelling</li> <li>○ P/3 Benchmarks</li> <li>○ School base tracking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Data is to include:               <ul style="list-style-type: none"> <li>○ Current NAPLAN band level in the 5 main areas of learning</li> <li>○ Current QCAT data</li> <li>○ Reading Benchmarks</li> <li>○ Pat Results</li> <li>○ Specialised Learning needs</li> <li>○</li> </ul> </li>   <li>• Include a reading goal for each student.</li>   <li>• Include Personality Profiles and Class Reading Data into Markbook</li>   <li>• Discussion with staff and Hinterland Small Schools to assist with planning.</li> </ul>	

An Explicit Improvement Agenda	<ul style="list-style-type: none"> <li>Reading: focus on Inferential Comprehension</li> <li>Numeracy: focus on Problem Solving</li> <li>Writing: focus on Punctuation and Grammar, support senior teachers with phonics</li> <li>Science: unpacking the National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Online resources to support explicit teaching around Inferential Comprehension</li> <li>All classes to allocate a least 1 lesson per week on problem solving</li> <li>Provide resources to enable improvement in NAPLAN results in Grammar and Punctuation</li> <li>Provide support and resources to enable successful implementation of Science Curriculum. Year 7 to continue Science program at Elanora High School.</li> </ul>	
Targeted Use of School Resources	<ul style="list-style-type: none"> <li>Purchase additional Learning Support Teacher time to support in Literacy and Numeracy</li> <li>Reorganize Teacher Aide timetable to have 2 Teacher Aides available each day of the week to support in Literacy and Numeracy</li> <li>Intrepica</li> <li>Support-a-Reader for all children at risk</li> </ul>	<ul style="list-style-type: none"> <li>Savings made in purchase hours of \$13 000 to be used in additional resources to assist in moving all children above the NMS.</li> <li>Early introduction of Guided Reading to Prep children.</li> <li>Intrepica to be used in all classes with particular emphasis on Grammar and Punctuation.</li> </ul>	
An Expert Teaching Team	<ul style="list-style-type: none"> <li>The Professional Standards for Teachings continues to be a reference to guide teachers' continuing professional development.</li> <li>Implementation of the Developing Performance Framework.</li> <li>Teacher Feedback through Principal classroom visits.</li> <li>Performance appraisals by Principal and Advanced Senior Teacher for teachers experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Unpack dimensions in a continuous way as part of regular professional development activities so as to draw attention to the framework.</li> <li>Each class to have one formal 30 minute visit from the Principal each term.</li> </ul>	Exit 92 Cluster Induction Program
Systematic Curriculum Delivery	<ul style="list-style-type: none"> <li>Implementation of the Australian National Curriculum for English, Mathematics and Science in Prep to Year 7. Prepare for the introduction of History in 2013.</li> <li>The curriculum in other learning areas will continue to be based on the KLA Essential Learnings and Standards.</li> <li>Use the C2C Resources provided by EQ to adopt or adapt according to the school context and student learning needs</li> <li>Staff to work together and individually to adapt the C2C resources to support the implementation of the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase wireless data projectors and iPads for Prep/1 and 2/3 classes to maximize the resources available in C2C.</li> <li>Closure of the Computer Lab to increase the number of computers/laptops in each class.</li> <li>Establish new classroom for the Year 2/3.</li> <li>Teacher planning to be handed to Principal at the start of each week.</li> <li>Planning for Mathematics, English and Science to be posted on OneSchool. Teachers are required to be accountable for their planning, pedagogy and assessment.</li> </ul>	
Evidence Based Teaching	<ul style="list-style-type: none"> <li>Continued implementation of the school Assessment Framework.</li> <li>Access data to inform teaching: NAPLAN reports, PAT tests, PM Benchmarks</li> <li>School Academic reporting</li> <li>OneSchool; Specialised Learning Needs and Support Provisions</li> <li>Pre and Post Testing of NAPLAN tests</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Schedule is posted on OneSchool and the school calendar</li> <li>Teachers regularly collect and analyse data. This data is recorded for each student and is readily available.</li> </ul> <p>Tools for teachers: OneSchool, Teachers Markbooks and Principal's Markbook Spreadsheets.</p>	

Differentiated Classroom Learning	<ul style="list-style-type: none"> <li>• Personality Profiles added to Students'Folios, teachers to identify strategies appropriate for each child's needs.</li> <li>• Each teacher differentiates pedagogy for each student in their class and records this in their planning.</li> <li>• School Reading Wall to be updated at the end of each Term.</li> <li>• Adjustments made for students with disabilities in IEPs.</li> <li>• Identify G &amp; T children and provide opportunities to be extended and be able to attend external programs and camps.</li> <li>• School Wide Strategy using AusIDentities to assist with planning for differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is to include; <ul style="list-style-type: none"> <li>◦ Current NAPLAN Band level in the 5 main areas of learning</li> <li>◦ Current QCAT data</li> <li>◦ Reading PM Benchmarks</li> <li>◦ Specialised Learning Needs</li> <li>◦ PAT R, PAT M, PAT S</li> </ul> </li> <li>• Students to have their own goals for Reading and NAPLAN.</li> <li>• Planning documents to be submitted to the Principal.</li> <li>• Ongoing effective programs</li> <li>• Maintain effective screening and selection processes.</li> <li>• All differentiation and IEPs on OneSchool</li> </ul>	Access to GEM from Tallebudgera State School for support
MEASURING TOOLS	<ul style="list-style-type: none"> <li>• School based tracking devices</li> <li>• One School</li> <li>• NAPLAN results</li> <li>• School Opinion Survey</li> <li>• P3 Benchmarks</li> <li>• Year 4 and Year 6 QCATs</li> </ul>		

## Assitant Regional Director Feedback

### **Endorsement**

*This Annual Implementation Plan was developed in consultation with the school community and is aligned to the 4 year School*

<i>Plan. It includes the Plan focusing on the key improvement strategies and outcomes for the next 12 months and is accompanied by a copy of the Annual Financial Report (AFR) and a copy of the Budget Overview Report (BOR).</i>			
<b>Name</b> Principal / / 2012	<b>Name</b> P&C President / School Council Chair / / 2012	<b>Name</b> Assistant Regional Director / / 2012	