



# Currimundi State School Annual Implementation Plan 2019

## School Improvement Priorities 2019

### Improvement priority: *Teacher Teams to Power School-wide Improvement*

Key: P – Terry, DP1 – Jill, DP2 – Carl, HOC – Tina, HOSES – Rita

Actions	School Improvement Domain	Timelines	Responsible Officer/s
Continue development of Teacher Teams (with co-pilot support) to power school-wide improvement - based on the current Hattie #1 Visible Learning Strategy of <b>Collective Teacher Efficacy</b> . <b>Key foci for Teacher Teams:</b>	Expert Teaching Team; Analysis and Discussion of Data; Effective pedagogical practices	Term 1	P
<ul style="list-style-type: none"> <li>To identify their year level specific improvement focus of <b>writing, reading or mathematics</b> (through data analysis)</li> <li>To use data to devise interventions and evaluation cycles to achieve targets. This may involve Teacher Teams utilising peer observation, feedback, and coaching to build capacity in team members.</li> </ul>	Expert Teaching Team; Effective pedagogical practices	Term 1	Co-Pilots
<ul style="list-style-type: none"> <li>To develop a deep understanding of the <b>Currimundi Learning and Teaching Framework</b> (with ASOT embedded) and the high yield teaching strategies within – including <b>peer-peer learning</b> and <b>critical and creative thinking</b>. *Including a Prep pilot with regional support.</li> </ul>	Effective pedagogical practices; A culture that promotes learning	Ongoing	P, DPs, HOC, HOSES
<ul style="list-style-type: none"> <li>To improve <b>Data Literacy</b> within Teacher Teams, i.e. the capacity to use formative, standardised and summative assessment to inform <b>differentiation</b> to promote at least one year's gain for one year's input for students at all achievement levels.</li> </ul>	Expert Teaching Team; Analysis and Discussion of Data;	Term 1 - 4	DP2
<ul style="list-style-type: none"> <li>To align classroom teaching to the AC through direct line of sight from achievement standards to learning goals and success criteria (including Personal and Social General Capability and Critical and Creative Thinking). This will involve collegial visits to build capacity and skills of all teachers in such practices.</li> </ul>	Systematic Curriculum Delivery; Expert Teaching Team	Term 1 - 4	P, DPs, HOC,
<ul style="list-style-type: none"> <li>Align APDP processes for each teacher within their teacher teams to support their data-informed improvement agenda.</li> </ul>	Expert Teaching Team	Term 1 - 4	P
<b>Targets</b> <ul style="list-style-type: none"> <li>Teacher teams are aligned with the "Teacher Teams - Powering Quality Teaching and School-wide Improvement" school policy – commencing Term 4 2018 and on SPDDs in January 2019.</li> <li>Teacher teams identify learning goals and success criteria for each learning episode. Goals to include P&amp;S Capabilities and C&amp;C Thinking as embedded in each subject (ongoing).</li> <li>Teacher teams identify their #1 improvement focus area by end January SPDDs based on their year level's 2018 data profile.</li> <li>To lift each student from those with As to those with Es and consequently improve the % students in A-C in English, Mathematics and Science. Targets are cohort-specific but average 85%.</li> <li>Teacher Teams continue to deepen their understanding of the <b>Currimundi Teaching and Learning Framework</b> throughout the year.</li> <li>Teacher Teams build efficacy, confidence and trust and to utilise data and collegial processes to power school improvement (ongoing).</li> <li>APDP cycle completed in Term 4.</li> </ul>			

### Improvement priority: *STEM (including 21<sup>st</sup> Century Skills)*

Actions	School Improvement Domain	Timelines	Responsible Officer/s
Continue with a 0.6 digital technology coach to work alongside teachers to deepen their understanding the AC's digital technology learning area with a view to consolidate a clear scope and sequence from P-6.	Systematic Curriculum Delivery; Targeted use of resources	Term 1	P

Review STEM electives in the Sparks sessions and engage community support and expertise.	A culture that promotes learning	Term 4	P, DP2
In collaboration with the P&C, to fully resource a new science facility for easy access to hands-on science experiences; employ a 0.6FTE contract science specialist to lead this resourcing and support of teachers in safe and effective laboratory usage.	Targeted use of resources; Parent and Community Engagement	By Term 2	P, BM
Deploy a 0.4 TA to support teachers to routinely use hands-on learning approaches for Digital Technologies and Science.	Targeted use of resources	By Term 2	P, BM
Teachers Teams to identify whether 'numeracy' is to become the #1 focus for their year level through analysis of emerging data.	Analysis and Discussion of Data	Term 1 - 4	DP2
<b>Targets</b>	<ul style="list-style-type: none"> <li>Upskill 100% teaching staff in digital technologies by end of Term 4.</li> <li>Refine P-6 scope and sequence for digital technologies by end of Term 4.</li> <li>Continue STEM electives in Sem. 1 and 2.</li> <li>Build a love for, and high-levels of positive attitudes in all students towards Science.</li> <li>Increase A-C% (at or above) in Science and Mathematics to 85% in both semesters for P-6.</li> </ul>		

### Improvement priority: Reading

Actions	School Improvement Domain	Timelines	Responsible Officer/s
Evaluating our whole of school reading approach for effectiveness and quality of implementation across all classrooms; amending, improving and then documenting to use for ongoing reference and induction of new staff. The document will be aligned with the Big-6 evidence-based foundation to reading and will be developmental through Prep to Year 6.	Effective pedagogical practices	Semester 1	P, DPs, HOC
Continued expansion of a systematic vocabulary approach to other year levels - embed in our whole school reading approach.	Effective pedagogical practices	Term 1 – 4	HOC
Expand the Big-6 early years reading approach (InitialLit) from Prep into Year 1 and planning for Year 2 implementation in 2020.	Effective pedagogical practices; Targeted use of resources	Term 1 – 4	DP1
Consolidate MacLit and MiniLit approaches to reading intervention in Years 1 to 5 and maintaining the skill levels and hours of contact of teacher aides involved in this work.	Targeted use of resources; Differentiation	Term 1- 4	DP1
Teachers Teams to identify whether 'reading' is the #1 focus for their year level (this is always a school priority)	Analysis and Discussion of Data	Term 1	Co-Pilot
Document the "Home Reading" approach from Prep to 2 to raise the profile of reading and the need for parents to read with their children to give children the best start in reading.	School-community partnerships; Targeted use of resources	Term 1	DP1
Consolidate a new approach (Accelerated Reader) in Years 3 to 6 to motivate students to increase their volume of reading – by measuring the word count of the books they have read and acknowledging their progress in class and on assemblies. This includes have a highly skilled full-time TA in the library to promote this and other reading projects.	A culture that promotes learning; Targeted use of resources	Term 1-4	P
<b>Targets</b>	<ul style="list-style-type: none"> <li>Increase the percentage of P-6 students at or above Currimundi Reading Year Level Benchmarks from 2018 levels; 90% of Prep students achieving the Term 4 benchmark PM level <math>\geq 5</math>; 95% of Year 1 students achieving the Term 4 benchmark PM level <math>\geq 16</math>; 95% of Year 2 students achieving the Term 4 benchmark PM level <math>\geq 20</math></li> <li>Increase A-C% (at or above) in English to 85% in both semesters for P-6.</li> <li>Surpass similar schools in NAPLAN Reading MSS and U2B; 100% of year 3 students meeting NMS in NAPLAN Reading</li> <li>Increase motivation of students to read independently as measured by their performance in the 'word club' Accelerated Reader i.e. student #'s in 10,000, 100,000, 500,000 and 1,000,000 word clubs</li> <li>At least 85% of at-risk students in Reading in Years 1 to 5 achieving at least at their reading level, or 'C' standard, or at NMS by or before end of year 5.</li> </ul>		

**Improvement priority: Learning and Thriving (including 21<sup>st</sup> Century Skills)**

Actions	School Improvement Domain	Timelines	Responsible Officer/s
To measure the wellbeing assets (levels of resilience, social-emotional skills, hope, and sense of belonging) of students, target interventions based on wellbeing data and then remeasure after 12 months to ascertain gain.	A culture that promotes learning; Targeted use of resources; Parent and Community Engagement	Term 1 -4	P, DP2
Based on wellbeing data (levels of resilience, social-emotional skills, hope, and sense of belonging), to set up a 'students create the future' project where our young people identify projects and strategies to support their own and peer's wellbeing.	Differentiation	Term 2	P
To use the data as a basis to engage parents and community to play their key roles in improving the wellbeing of their young people. Conduct a community meeting as a first step to creating an 'asset-building' community to promote youth wellbeing and to provide opportunities for young people to be valued contributors to their community.	Parent and Community Engagement	Term 3/4	P
Empower individual students, their peers, and parents to play their key roles in creating an environment for all children to learn and thrive – through deeper understanding of the evidence-base supporting social-emotional skill-building as a lever to enhance academic performance. A Parent/Staff/Student wellbeing committee will be reformed after debuting in Term 4 2018 – to guide the wellbeing asset development process.	A culture that promotes learning; Parent and Community Engagement	Term 1 -4	P, DP2
Explicitly teach Personal and Social Capability and Critical and Creative Thinking Skills within the context of every lesson – as aligned with the AC's Achievement Standards and content descriptions.	Systematic Curriculum Delivery; A culture that promotes learning	Term 1 -4	P, DPs, HOC
Align our current practice (PBL) to Positive Youth Development (PYD) through all staff (teaching and non-teaching) and parents reviewing all practices against the PYD philosophy of being strength-based, proactive, positive, and skill- and attitude-building to empower students to take greater control of their wellbeing.	Systematic Curriculum Delivery; A culture that promotes learning	Term 1 -4	DP2
Students being provided with a range of school-based electives to ignite their interests and passions. Students in Years 4-6 will be able to choose two 'Sparks' electives in two 15 weeks blocks over the year.	A culture that promotes learning	Term 3	P, DP2, HOC
Empowering teachers in P-2 to implement simple un-intrusive strategies ( <b>CalmSpace</b> ) to build focused and sustained levels of attention, and capability to resist impulse in our young people (as established in 2018 in a partnership with Griffith University).	A culture that promotes learning	Term 2 -3	P, DP1
<b>Targets</b> <ul style="list-style-type: none"> <li>Build a measureable increase in student wellbeing assets including resilience, social-emotional skills, sense of belonging, and hope. A measure using the Resilience Survey (Resilience Youth Australia) in Term 1 will establish a baseline. The target is to lift levels to above that of national averages for each of these assets by end of Term 4.</li> <li>Empower the CSS Wellbeing Committee through the use of wellbeing data to guide the approach involving school, peers, families and community.</li> <li>Implement refined "Sparks" electives in Sem 1 and 2, then review and evaluate through student, parent, and teacher surveys and improve as required.</li> <li>Improved Executive Functioning in Prep-1 students through <b>CalmSpace</b> – with similar significant gains to our 2018 trial.</li> </ul>			

**Endorsement**

This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal



School Council Chair

Assistant Regional Director