Lockrose State School

2016 Annual Implementation Plan

Priority 1. Reading

Strategy: In 2016, ensure there is a school wide approach to reading strategies (eg shared, independent, phonics and guided) which are to be embedded 2017, 2018 and 2019

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<tr>
<th>Actions</th>
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<tbody>
<tr>
<td>PD to include collaborative unpacking of “How to teach reading” to focus on class practice.</td>
<td>Principal</td>
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<tr>
<td>Embed skills and knowledge about reading practice into classrooms by using coaching, observation and feedback strategies.</td>
<td>Principal</td>
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Strategy: Review data on short term and long term cycles to ensure consistency of pedagogical instruction and to ensure targets for reading achievements are being met.

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<tr>
<td>Develop a data cycle to improve data collection and analysis</td>
<td>Principal</td>
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Priority 2. Writing

Strategy: Information collecting and PD for staff ready for 2017

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<tbody>
<tr>
<td>Provide PD (Module 7) to leadership team to prepare for writing focus 2017.</td>
<td>Principal</td>
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<tr>
<td>Collect data from NAPLAN, Pat testing and class samples analyse to determine focus in 2017. Align with regional benchmarks.</td>
<td>Principal</td>
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Priority 5. Attendance

Strategy: Continue strategies as per 2015
Monitor and review, and plan as needed
Look for innovative ways to promote attendance eg P&C forum.

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<tr>
<td>Use reviews of data to inform strategies to improve attendance</td>
<td>Principal</td>
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<tr>
<td>Develop plans in consultation with parents and community to improve attendance strategies for students with less than 85% attendance.</td>
<td>Principal</td>
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Priority 6. Pedagogy

Strategy: Staff PD developed, delivered and feedback provided to improve teaching strategies

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<tr>
<td>Complete instruction of the sixteen elements of the explicit instruction model based on Anita Archer’s work using Regional office support. Revise and practise.</td>
<td>Principal</td>
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Strategy: Develop PD around differentiation, deliver and through coaching and feedback, embed practice. Use pedagogical coach

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<tr>
<td>Use trainer who has attended an Anita Archer workshop or and Pedagogical coach with a focus on reading.</td>
<td>Principal</td>
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<tr>
<td>Use coaching, observation and feedback data for all staff to develop capacity and embed practice of the 16 elements within reading practice.</td>
<td>Principal</td>
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### Priority 7. Behaviour

**Strategy:** Ensure all staff are trained in the principles of PBL and the skills of the Essential Skills. Reinforce through coaching and feedback.

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<tr>
<td>Provide ongoing PD for the Essential Skills and PBL agendas.</td>
<td>Principal</td>
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<tr>
<td>Use coaching, observation and feedback data for all staff to develop capacity and embed practice around student behaviours.</td>
<td>Principal</td>
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**Strategy:** Review behaviour data, monitor and adapt plans as required. The Professional Learning Community discusses behaviour expectations eg majors and minors, to ensure consistency of interpretation of terms and definitions within the Responsible Behaviour Plan. Ensure debriefs after significant majors.

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<tr>
<td>Collect relevant data, analyse and isolate behaviours, transitions and routines to be improved. Collaboratively develop plans and strategies to be implemented.</td>
<td>Principal</td>
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### Priority 8. Staff

**Strategy:** Develop induction plans to inform the induction of staff, provide PD and ensure inductees adhere to the School's practices.

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<tr>
<td>Revisit and revise induction plans to incorporate &quot;The Lockrose Way&quot;.</td>
<td>Principal</td>
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**Strategy:** Develop with individual staff members their performance plans to develop school and individual goals.

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<tr>
<td>Discuss whole school improvement agenda; school, regional and department priorities; individual ambitions and cooperatively develop Individual development plan.</td>
<td>Principal</td>
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<tr>
<td>Develop a register that reflects individual and school PD requirements and provision of PD.</td>
<td>Principal</td>
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**Strategy:** Professional development is provided to staff to support the school's improvement agenda and personal growth.

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<tr>
<td>Provide access to HOC conference to identified teacher to assist the school improvement agenda.</td>
<td>Principal</td>
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<tr>
<td>Provide PD as per the requirement developed in the Individual Staff Improvement Plans.</td>
<td>Principal</td>
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### Priority 9. School and Community

**Strategy:** Encourage pre-prep children in the playgroup to attend and participate in the prep classroom in the year prior to attending school.

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<tr>
<td>Provide resources to ensure the effective operation of the Lockrose Playgroup and extend participation of eligible students into the Pre-prep program.</td>
<td>Principal</td>
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**Strategy:** Support the Chaplain in all areas of their endeavours to improve the lives of students, staff and community.

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<tr>
<td>Resource and support the chaplaincy service to provide connections into the community and support students and families.</td>
<td>Principal</td>
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### Priority 10. Student Learning

**Strategy:** Continue strategies as per 2015 with Student Learning Diaries. Monitor and review diaries, and adapt as needed. Continue to access PD around data literacy.

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<tr>
<td>Revise and update Student Learning Diaries to reflect needs of Senior and Junior students and ensure staff and students use them effectively.</td>
<td>Principal</td>
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Priority 10. Student Learning

**Strategy:** Focus the amount of data collected and use the data to inform the teaching and learning cycle. Develop 5-6 week data cycles. Continue to access data literacy coach.

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<tr>
<td>Identify data that is needed and review the data to inform the next planning cycle.</td>
<td>Principal</td>
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**Strategy:** Purchase ICTs to support learning and enhance the use of ICTs to support teaching

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<tr>
<td>Purchase ICTs to improve student learning. Provide necessary PD to ensure maximum benefit is derived.</td>
<td>Principal</td>
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**Strategy:** Develop, plan and implement to enhance outcomes for Aboriginal and Torres Strait Islander students.

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<tr>
<td>Identify Aboriginal and Torres Strait Islander students and develop plans to ensure indigenous student match or better non-indigenous results.</td>
<td>Principal</td>
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**Priority 11. Curriculum**

**Strategy:** Adjustment of curriculum program for students on ICPs

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<tr>
<td>Revise ICPs to ensure SWD needs are being met.</td>
<td>Principal</td>
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<tr>
<td>Recognise students suitable for extension and develop programs to extend them.</td>
<td>Principal</td>
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<tr>
<td>Coordinate SET and HOSES to support literacy and numeracy across the school.</td>
<td>Principal</td>
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**Strategy:** Review current plan to ensure Australian Curriculum initiatives are up to date, it reflects the current structure of the school and the learning needs of students.

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<tr>
<td>Adjust curriculum plan to reflect new school structure (P-2 and 3-6), any changes due to changes in the Australian Curriculum and the units of work meet the needs of the current students.</td>
<td>Principal</td>
</tr>
<tr>
<td>Research and implement programs to support Literacy and Numeracy across the school. These may include F&amp;P intervention, VCOP (for 2017 implementation), Back to Front Maths, 7 Steps and others.</td>
<td>Principal</td>
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**Endorsement**

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