



Sunbury State School Annual Implementation Plan 2017

School Improvement Priorities 2017

Improvement priority: Reading

Strategy – Building leadership capacity			
Actions	Targets	Timelines	Responsible Officer/s
Seek regional support services to lead local school cluster focused on developing best practice reading pedagogy		Ongoing	Principal
Identify and recruit champion in “reading” (Principal)			As above
Analyse and Share collated school data-sets (reading data A-E, NAPLAN, Diagnostic)		Term 1	As above
Explore cohort data through data conversations with leadership team		Termly	As above
Monitor current reading pedagogy and framework		Ongoing	As above
Promote awareness of the reading improvement agenda to the broader school community	Parent SOS Data	Term 1 & Ongoing	As above
Strategy – Building teacher capacity			
Actions	Targets	Timelines	Responsible Officer/s
Access Regional support to create and provide opportunities for professional learning within the Australian curriculum around reading	All Staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English DPP – all staff have identified an aspect of reading to develop All staff understand assessment tools and their purpose	Semester 1 & 2	Principal/Leadership Team
Implement focussed Professional Learning Communities on implementing a Balanced Reading Program (includes Gradual Release Model)		Term 1 & Ongoing	As above
Through the PLCs embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron)		Semester 1 & 2	As above
Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement		Term 1 & Ongoing	As above
Use peer observation, feedback, differentiating coaching and learning communities to sharpen consistency of teaching practice		Ongoing	As above
Align DPP for staff to the reading strategy		100% staff achieving reading goal as identified in DPP by end of year	DPP Meeting – Semester 1 & 2
Timetable regular meetings with Principal to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weaknesses that are occurring within each cohort to differentiate teaching and inform the teaching and learning program aligned to the curriculum. Assessment tools include: diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative C2C English assessment to map performance against the standard	Term meetings for every teacher around tracking reading progress and the alignment to curriculum planning 80% Students achieving A-C in English Achieving similar to like schools for National Mean in Reading	Ongoing	As above

Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of Reading (A-E Data) to create consistency of A-E Data	Twice a year internal moderation Twice a year cluster moderation	Cluster Moderation Terms 2 & 4. Internal Moderation Terms 1 & 3	As above
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Strategy – Successful learners

Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading settings.		Ongoing	Teachers
Prioritise I4S funding to support Daily Rapid Reading program (Prep letters, sounds, sight words, 1-3 Reading Links & DRR, 4-6 Modified Reading Links & DRR)	Students improving & achieving at or above year level targets	Ongoing	Principal
Incorporate consistent decoding skills and Sheena Cameron reading comprehension strategies across all KLAS		Ongoing	Teachers
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	NCR Reading Targets	2 Planning/Data Meetings per term	Principal & Teachers
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Ongoing	Principal

Strategy – School performance

Actions	Targets	Timelines	Responsible Officer/s
Collect and triangulate Reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff.		Ongoing	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher data/planning meetings		Termly	As above

Strategy – Local decision making

Actions	Targets	Timelines	Responsible Officer/s
Communicate reading improvement of students to parents through individualised reading goals		Term 1 ongoing	Principal & Teachers
Celebrate reading progress within the wider community through newsletters and parade	100% of parents aware of Reading as the EIA	Ongoing	Principal & Teachers
Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement	Improvement & Achievement Matrix	Term 4	Principal

Improvement priority - Numeracy**Strategy – Build leadership capacity.**

Actions	Targets	Timelines	Responsible Officer/s
Seek regional support services to lead local school cluster focused on developing best practice mathematics pedagogy.		Ongoing	Principal
Identify and recruit school based mathematics cohort leader (senior teacher)		Commence January 2017	Principal and Leadership team
Use I4S funding to support mathematics curriculum	I4S funding expended by end of year	2017 I4S funding	Principal

Strategy – Build teacher quality			
Actions	Targets	Timelines	Responsible Officer/s
Build teacher capacity to recognise and remediate key misconceptions through NCR Diagnostics	All teachers using the diagnostic tool as pre and post-test. Survey data indicates 100% satisfaction staff knowledge has increased.	Cluster Networks 12 per year	Principal & HOD-RS
Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent.		Staff sharing of maths at staff meetings.	Principal
Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context.		Planning Meetings	Principal
Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum		Planning Meetings	Principal
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices.		Ongoing	Principal
Provide opportunities for staff to engage in moderation within and across schools using the NCR.		1 per term	All cluster schools
Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding, problems solving		100% staff achieving numeracy goal as identified in DPP by end of year	Numeracy cluster meetings Planning Meetings
Align DPP for staff to the numeracy strategy	DPP Meeting – Semester 1 & 2		Principal

Strategy – Successful Learners			
Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks.		Planning Meetings	Principal
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	Planning Meetings	Principal
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Weekly attendance review	Principal

Strategy – School Performance			
Actions	Targets	Timelines	Responsible Officer/s
Triangulate Mathematics data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	80% of students achieving A – C in Mathematics	Ongoing	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Ongoing	Principal

Strategy – Local Decision Making			
Actions	Targets	Timelines	Responsible Officer/s
Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades	100% of parents aware of Numeracy as the school EIA	Ongoing	Principal All Staff
Provide opportunity for parents to engage with mathematics pedagogy.	Parent learning opportunities available.		Principal & all staff

Endorsement

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

Mrs Karen Dyball

Principal Sunbury State School

Mr Mark Curby

P&C President

Mr Steve Case

Assistant Regional Director