ANNUAL IMPLEMENTATION PLAN - 2015

Malanda State School

Collaborative Empowerment

TEACHING QUALITY
Explicit teaching practices in all classrooms (teachers ratifying and embedding the Australian curriculum and foundational learning programs at individual student level based on student data)
Whole school approach to support student learning (ICPs and ILPs)
Improving curriculum planning and assessment practices (P-12 CARF)
Support career and capability development using performance development processes - plans using Australian Professional Standards for Teachers
Induction / mentoring
Improving pedagogy - revisit pedagogical framework - ESCMs - WOW

SUCCESSFUL LEARNERS
The teaching of reading, writing and numeracy and science
Attendance
Early Start
NCCD – needs audit
NAPLAN preparation
5 weekly differentiation – including U2B
SWPBRI and proactive social emotional well-being programmes+
Solid Partners Solid Futures

LOCAL DECISION MAKING
Practices reflect that parents & caregivers are central to their children’s learning (Parent and Community Engagement Framework)
Two-way communication strategies are used to seek and share information (scheduled and mandated reporting to parents)
Practices are inclusive and acknowledge diverse cultural contexts and identities
Information sharing about the school – school improvement agenda
Maintain and embrace links with early childhood providers and the high school P&C

PRINCIPAL LEADERSHIP AND PERFORMANCE
Systems leadership – SRDs
Instructional leadership
Leadership development (AITS 360° reflection & APS for principals)
Leaders coaching and supervising teachers

SCHOOL PERFORMANCE
Great Results Guarantee
Using data to set school & year level benchmarks & targets and short and long term individual student goals
Measuring and monitoring school and student improvement using OneSchool
Meet systemic requirements of the School Planning, Reviewing and Reporting Framework and School Performance Assessment Framework

REGIONAL SUPPORT
FNQ networks for all staff
Accountable tasks completed
Maintain alignment and consistency between school and systemic priorities

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