# CURRAJONG STATE SCHOOL

## Annual Implementation Plan 2019

### Successful Learners

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Performance Measures</th>
<th>2018</th>
<th>2019</th>
<th>Evidence Source</th>
<th>Timeline/Responsible Officer</th>
</tr>
</thead>
</table>
| **Maintain common whole school reading program**  
- Refocus CAFE strategies across the school  
- Refocus Literacy Blocks linked to KLA literacy demands  
- Maintain Oral Language and Literacy in the Early Years (OLLY) and Prep Oral Language and Literacy (POLLY) program in Prep  
- Teacher aides used to support reading program | Students achieving at or above year level reading benchmarks | 67% | 75% |  | End of Sem 2  
Principal  
HOC |
| | Year 3 and 5 students at and above National Minimum Standard in Reading | 93%/94% | 95% |  |  |
| | Year 3 and 5 student's identified in the upper two bands in Reading | 32%/25% | 35% |  |  |
| | % of Students achieving a C or better in English | 85.5% | 85% |  |  |
| | Parents are satisfied that their child's getting a good education at this School. (Parent Survey S1107) | 100% | 100% |  |  |
| **Refine school attendance strategy to engage all learners**  
- Maintain school's Attendance Policy to improve attendance and engagement for students <85%  
- Maintain Guidance Officer role | Whole School Attendance | 91.5% | 94% | Review by T1  
GO |  |
| | Students with <85% attendance | 15% | 8% |  |  |
| | All student absences are explained | 95% | 100% |  |  |
| **Cater for all students through differentiated approaches to learning**  
- Continue the use of Learning walls for English  
- Maintain the use of the school surfboard planning template  
- Refine targeted ongoing support for classroom teachers according to the complexity of their class’ learning and behaviour needs from inclusion Support team  
- Provide access to Individual Curriculum Plans for all students operating below or above their year level in English, Maths and Science following consultation with HOSL  
- Review and refine current Student Wellbeing Action Team (SWAT) procedures  
- Evaluate and Embed Well-Being programs expand to staff  
- Continue additional Speech Language Pathologist time  
- Teacher aide support individualised learning for students | % of students satisfied that their teacher provides them with useful feedback about their school work | 97% | 98% | NAPLAN  
Internal reading data  
learning walls  
surfboard  
Term 1  
HOC  
End of year |  |
| | % of students satisfied that their teacher encourages them to do their best | 99% | 100% |  |  |
| | % of students accessing the curriculum at their level | 100% | 100% |  |  |
| **Review and Implement consistent whole school spelling framework.**  
- Expand school spelling framework across the whole school  
- Establish the spelling sidekick support across the school  
- Evaluate the implementation of the spelling framework | Students achieving at or above year level Spelling benchmarks, Year 3 and 5 student at and above National Minimum Standard in Spelling  
Year 3 and 5 students identified in the upper two bands in Spelling | 69% | 75% |  |  
SWAT minutes  
One School  
End of Sem 1  
Principal / DP  
HOC |
| | Year 3 and 5 student at and above National Minimum Standard in Writing  
Year 3 and 5 students identified in the upper two bands in Writing | 82%/94% | 90%/90% |  |  |
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### Teaching Quality
- **Implement a comprehensive performance system to enhance Quality Teaching and Learning**
  - Maintain the whole-school coaching, observation and feedback cycle enacted by all members of the school leadership team
  - Use collaborative planning across cohorts
  - Enhance school induction program
  - Maintain use of School Placement
  - Continue development of feedback protocols for Teacher – Student, Student - Teacher.
  - Continue leaders of learning role.

### Leadership & Performance
- **Principal and Leadership team support staff and students to improve learning through instructional leadership**
  - Maintain engagement with other schools to develop beginning teachers, curriculum planning, moderation and instructional leaders
  - Embed Student Wellbeing Action Team to Inclusion for all.
  - Continue the instructional leadership roles for all school leaders in regards to high quality coaching, observation and developmental feedback processes
  - Continue the use of the gradual release model to implement whole school strategies

### School Performance
- **Collaboratively develop high yield strategies to maximise every students opportunity to achieve at their full potential**
  - Maintain the use of the planning surfboard across the school
  - Maintain use of One School as the central planning and data collection system with a review of the support functionality
  - Maintain consistent school positive behaviour strategies

### Local Decision Making
- **Furthering the confidence of Parents and the wider community in the schools performance and student achievement**
  - Embrace the support from Parents and the wider community
  - Engage local partnerships to support students to engage with the school curriculum
  - Embed links with early childhood educators
  - Maintain links with JCU to support the pre-service teacher training
  - Enhance communication and feedback with parents and local community
  - Teacher aide to promote Currajong SS to the wider community

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target 1</th>
<th>Target 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of teachers satisfied they are confident with using student data to improve student achievement (S2116)</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers confident in engaging all of their students in learning at the school (S2116)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Performance and capability matrix implemented across the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers completed developing performance framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of teachers satisfied with support to implement curriculum</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Completed Principal and Deputy Principal performance review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of teachers using surfboards for planning</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers satisfied with their ability to use assessment to inform their teaching</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>% of students achieving C or better in English, Maths and Science</td>
<td>85.5%</td>
<td>88.9%</td>
</tr>
<tr>
<td>% of Parents satisfied that Currajong State School is a good school</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

Principal

P & C President

Assistant Regional Director