

Priority 1. Creating literate individuals

Strategy: Ensuring consistent whole school practices around teaching the National curriculum for English which are responsive to student's needs	
Actions	Responsible Officer(s)
English C2C units are used school wide for all year levels to inform planning	Andrew Orr
All teaching staff to participate in literacy PD opportunities hosted by Farnborough SS based on John Munro effective teaching of Reading	Andrew Orr
Student progress and data to be discussed during staff meetings at least monthly	Andrew Orr
Review the teaching of writing, incorporating some of the vocab ideas and high yield strategies which improve writing, punctuation, grammar and spelling	Andrew Orr
Review whole school curriculum plan and pedagogical framework, and provide training and support to all staff to implement.	Andrew Orr
Strategy: Track individual improvement and relative gain using consistent diagnostic assessment tools and the use of data and evidence to inform and differentiate classroom reading programs.	
Actions	Responsible Officer(s)
Provide staff training on use of entering data onto OneSchool and CQ3S for all teaching staff	Andrew Orr
Incorporate greater degrees of student reflection in the learning cycle, particularly in literacy and numeracy, and link to learning goals	Andrew Orr
Strategy: Increase teachers repertoires of effective strategies for teaching the Reading and Writing across learning areas	
Actions	Responsible Officer(s)
Utilise literacy expertise at Farnborough State School to implement John Munro strategies in Reading and Literacy	Andrew Orr
Staff to attend Pupil Free personal development on John Munro strategies, presented by Farnborough State School	Andrew Orr
All teaching staff to attend Farnborough State School to observe classroom lessons of John Munro implementation	Andrew Orr
Organise FSS literacy mentors to visit school to model and observe reading group lessons by all CSS staff	Andrew Orr

Priority 2. Creating a contemporary and future focussed organisation

Strategy: Provide professional development to increase staff digital capabilities	
Actions	Responsible Officer(s)
Provide support to staff to effectively use OneSchool and CQ3S as the predominant data collection tools	Andrew Orr
Computer and internet access to be prioritised in budgeting	Andrew Orr, Lyn Waters
Conduct staff training on digital data collection, including recording and analysing student progress at least once a month in staff meetings	Andrew Orr
Continue moderation processes, growing exemplar banks, and consolidating the rigor and reliability of A-E data	Andrew Orr
Maintain 'Putting Faces on the Data' as the consistent school wide mechanism to use data meaningfully to differentiate learning	Andrew Orr

Priority 2. Creating a contemporary and future focussed organisation

Strategy: Continue to imbed digital technologies into effective curriculum planning	
Actions	Responsible Officer(s)
Select students to participate in Online Booster program for Maths	Andrew Orr
All students to have access to Studyladder	Andrew Orr
Use CQ3S collection data to inform planning and create Individual Learning Plans for all students	Andrew Orr
Continue to refine digital pedagogy, to challenge contemporary teaching practice and value add to the learning experience	Andrew Orr
Strategy: Continue to strengthen the digital resources of the school through timely and researched provision of the latest technologies	
Actions	Responsible Officer(s)
Continue to research and embed evidence based digital resources to support the improvement agenda	Andrew Orr
Ensure Apple iTunes account is functional and source quality educational apps	Andrew Orr
Provide budget support to get expert advice and resources on efficient use and upgrade of digital technologies for Coowonga	Andrew Orr

Priority 3. Laying Strong Educational Foundations

Strategy: Refine the whole school curriculum plan and pedagogical framework to ensure vertical alignment and progression of learning across all year levels.	
Actions	Responsible Officer(s)
Review whole school curriculum plan and pedagogical framework, and provide training and support to all staff to implement.	Andrew Orr
Upskill teacher aides providing targeted PD in maths instruction, behaviour management strategies and literacy instruction	Andrew Orr
Continue collaborative learning partnerships with Keppel Sands and other cluster schools, embracing the notion that 'every good school needs a good school up the road.'	Andrew Orr
Pedagogical models are visibly enacted across the school with little teaching variance across classrooms	Andrew Orr
Strategy: Establish processes to quality assure and monitor ongoing implementation of the whole school curriculum plan	
Actions	Responsible Officer(s)
Maintain and document regular cycles of improvement to share progress towards targets and maintain urgency	Andrew Orr
Build commitment to the coaching model and utilise the services of 'cluster coaches' to further contribute to the coaching culture	Andrew Orr
Continue to alternate staff meetings/PD to build consistency and cohort ownership of results, standards and programs	Andrew Orr
Strategy: Continue to build the use of higher order thinking strategies school wide to promote multiple means and deeper understanding.	
Actions	Responsible Officer(s)
Continue to build the use of higher order thinking and graphic organisers	Andrew Orr
Continue to tailor PD to explicit improvement agenda priorities and staff performance development plans with a major focus on explicit instruction, maths, vocab development & reading	Andrew Orr
Continue to use Explicit Instruction (EI) as the basis for teaching	Andrew Orr

Priority 4. Providing children a flying start

Strategy: Ensure data monitoring is used to inform effective planning and identify 'at risk' and early learning intervention needs	
Actions	Responsible Officer(s)
Train prep teacher aide and teacher team to be responsive to changes associated with early targeted intervention programs to support learners and reduce potential student performance gaps	Andrew Orr
Introduce more rigorous tracking mechanisms in prep, including moderated samples, oral language screeners & Early Start resources	Andrew Orr
Strategy: Expect high standards from all students from day one and focus on every child improving every day	
Actions	Responsible Officer(s)
Staff case manage individual learners at risk or of disengaging	Andrew Orr
Continue to provide daily learning support to Early Years students to ensure all learners meet school, regional and national Year Level Targets	Andrew Orr
Continue to manage absences, reducing lateness and absenteeism. Introduce case management for students with poor attendance records	Andrew Orr

Priority 6. Creating numerate individuals

Strategy: Provide ongoing professional development for all staff to further develop capacity in the areas of problem solving, mental computations and numeracy differentiation	
Actions	Responsible Officer(s)
All teaching staff to attend PFD Personal development on designing and implementing Rapid Recall Routines	Andrew Orr
Staff to actively participate in Booster Maths program with students	Andrew Orr
Examine data from NAPLAN (CQ3S) and school based assessment at least every 5 weeks with teachers and teacher aides. Interpret the data collectively.	Andrew Orr
Strategy: Continue to embed a common language, understanding and application of mental computation strategies and pedagogies across the school through professional development, collaborative planning time, resourcing and feedback from lesson observations	
Actions	Responsible Officer(s)
Continue implementing Natural Maths strategies (Ann Baker) to refine teaching practices further in the focus areas.	Andrew Orr
Continue PD participation with schools in the cluster	Andrew Orr
Obtain a shared understanding of differentiation in each class room and what practices and strategies this involves. Incorporate into classroom practice and discuss effectiveness.	Andrew Orr
During staff meetings unpack the numeracy elements from Australian Curriculum for each year level	Andrew Orr
Strategy: Implement rich, Common Maths Assessment and Diagnostic Tasks each Term to moderate learner achievement aligned to Australian Curriculum	
Actions	Responsible Officer(s)
Utilise C2C Maths assessments to assist informing student progress	Andrew Orr
Share PD from late 2015 (Maths – Open Ended Questioning strategies) with staff during Pupil Free Days.	Andrew Orr

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