



# The Gap State School

## ANNUAL IMPLEMENTATION PLAN 2017



*Proud of our Past. Realising our Potential. Ready for our Future.*

### CORE VALUES

We ignite the passion for life-long learning.	We treat each other with respect and dignity.	We recognise, care for and respect individual difference and support students in reaching their potential.	We are all committed to being the best we can be.	We create a happy, caring environment where everyone is valued and respected.
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### SCHOOL PRIORITIES 2016-2019

<b>PRIORITY 1</b>	<b>CURRICULUM IMPLEMENTATION</b> <b>GOAL:</b> A whole school curriculum plan based upon the Australian and Queensland curricula with a coherent sequenced plan ensuring consistent teaching, learning and assessment practices with a clear reference for monitoring learning across year levels.
<b>PRIORITY 2</b>	<b>IMPROVED LEARNING OUTCOMES FOR READING, WRITING AND NUMERACY</b> <b>GOAL:</b> A consistent, timely and aligned approach to the collection and analysis of data to inform teaching and decision making. Targets are set to drive student and school improvement and achievement with regular monitoring of performance. Differentiated instruction based on individual student learning needs are a feature of every teacher's practice that is monitored and regularly reviewed. Professional learning is driven by the improvement agenda, aligned to the Australian Institute for Teaching and School Leadership (aitsil) standards to deepen knowledge and skills of every teacher ensuring consistent pedagogy in every classroom resulting in every student improving and achieving.
<b>PRIORITY 3</b>	<b>THE GAP WAY</b> <b>GOAL:</b> A narrow, sharp improvement agenda aligned to identified needs, collaboratively developed and enacted across the school, resulting in embedded practices. Consistent implementation of a whole school pedagogical framework, led by the principal; which describes the practices and appropriate pedagogies to improve outcomes in every classroom.
<b>PRIORITY 4</b>	<b>SCHOOL CLIMATE</b> <b>GOAL:</b> School wide processes result in high levels of student engagement and parent and community partnerships that achieve collective responsibility and accountability for student performance and wellbeing.

### SCHOOL PRIORITIES 2017

<b>WRITING</b>	<ul style="list-style-type: none"> <li>Refine the use of pre assessment data to inform teaching and goal setting with emphasis on sentence structure and text cohesion.</li> <li>Reflecting our school's Pedagogical Framework, continue to develop a consistent and aligned pedagogy for the teaching of writing.</li> <li>Develop a cohesive, structured school overview centred around the teaching of the three text types - Informative, Persuasive and Imaginative.</li> <li>Begin to use the literacy continuum to inform the teaching of writing skills across the curriculum.</li> <li>Acknowledge the reciprocity between reading and writing by using quality literature as exemplars for student writing.</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>Reflecting our school's Pedagogical Framework, continue to embed a consistent and aligned pedagogy for the teaching of reading comprehension strategies and de-coding skills.</li> <li>Refine the use of reading data to inform teaching and student goal setting.</li> <li>Begin to develop a school culture which celebrates and embraces a learning environment that instils a love of reading for all students.</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>Ensure the Science teaching and learning content is informed by the Australian Curriculum: Science.</li> <li>Use resource "Primary Connections" to inform the Science pedagogy.</li> <li>Collaborate with Science Mentor to support consistency of teaching, assessment practices, opportunities for extension and use of science vocabulary.</li> </ul>
<b>eLEARNING</b>	<ul style="list-style-type: none"> <li>Begin to teach the Digital Technologies Curriculum within year level junctures.</li> <li>Create school wide scope and sequence for ICT capabilities.</li> <li>Build teacher capacity to use eLearning resources and implement eLearning strategies.</li> <li>Purchase resources to increase student engagement.</li> </ul>
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>Use pre-assessment to inform teaching and differentiation for students.</li> <li>Reflecting on our school's Pedagogical Framework, use consistent and aligned pedagogy to teach school's problem solving strategies each week.</li> </ul>
<b>SCHOOL CLIMATE</b>	<ul style="list-style-type: none"> <li>Refine school processes for improved communication for all members of the school community.</li> <li>Continue to implement and teach the school's You Can Do It Program.</li> <li>Model and teach the school's five Core Values.</li> <li>Refine school processes for improved collaboration between all stakeholders.</li> <li>Implement and monitor progress on key strategies selected by staff to improve staff morale and team spirit.</li> </ul>
<b>EVERY STUDENT SUCCEEDING</b>	<ul style="list-style-type: none"> <li>Implement whole school Every Student Succeeding Plan.</li> <li>Begin implementation of the Positive Behaviour for Learning strategies.</li> <li>Begin exploring the work of Lyn Sharrett with a focus on Parameters 1, 14 and 6.</li> <li>Continue whole school Gifted and Talented policy development.</li> <li>Provide provision for high performing and gifted and talented students through building teacher capacity.</li> <li>Provide opportunities to access, collate and share support resources.</li> </ul>



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### 2017 NAPLAN TARGETS:

	Year 3		Year 5	
	NMS	U2B	NMS	U2B
Reading	100%	70%	100%	65%
Writing	100%	60%	100%	30%
Spelling	100%	65%	100%	50%
Grammar & Punctuation	100%	65%	100%	60%
Numeracy	100%	50%	100%	50%

#### Reading and Writing

- Achieve 100% of students achieving National Minimum Standard in Year 3 and year 5 for reading and writing.
- Maintain 70% in the U2B's for Year 3 Reading.
- Achieve 60% in the U2B's for Year 3 Writing.
- Achieve 30% in the U2B's for Year 5 Writing.
- 80% of students to achieve a minimum of reading level 7 PM Benchmark by the end of Prep.
- 85% of students to achieve a minimum of reading level 16 PM Benchmark by the end of Year 1.
- 90% of students to achieve a minimum of reading level 22 PM Benchmark by the end of Year 2.

#### Science

- 100% of teachers have an improved understanding of the Australian Standards for Science to inform their teaching.
- 100% of teachers have an improved understanding of using Primary Connections as their pedagogical approach to teaching science.

#### eLearning

- 100% of teachers have an improved confidence in using the available eLearning devices.
- 100% of teachers have an improved confidence to use the various programs available to support differentiated learning.
- 100% of teachers have begun implementing the Digital Technologies curriculum as per the school plan.

#### School Climate

- School Opinion Survey: 90% of teachers and teacher aides agree that
  - staff morale is positive at this school.
  - staff have good team spirit.
  - there is good communication between all staff at this school.
- 95% of parents agree that
  - this school takes parents' opinions seriously. this school provides useful information online.
  - this school asks for my input.

#### Every Student Succeeding

- 98% of students at The Gap State School placed in Tier 1 for our Positive Behaviour for Learning.
- 100% of targeted teachers providing positive feedback (school survey) regarding the improved processes of the Student Support Services Committee and subsequent support for students.
- 100% of targeted teachers have improved confidence to implement differentiation strategies to support the learning of the high performing and the learning support students in their class.
- 100% of targeted parents providing positive feedback (school survey) regarding school/home communication about the learning needs of their child.
- 100% of targeted parents providing positive feedback (school survey) regarding the differentiated learning and extension/enrichment opportunities for the high performing students.