



# IPSWICH CENTRAL STATE SCHOOL



## Key priorities for 2013

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school
- Integration of ICTs to enhance curriculum implementation and improve student learning outcomes.

## Documents attached include

- The Annual Financial Report 2013
- The Budget Overview Report 2013
- School Improvement Targets for 2013

## Certification

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



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## SCHOOL AND COMMUNITY PARTNERSHIPS

| School strategies   | Actions  | Performance Measures                           |        |        | Responsible Officer | Resources |
|---|--|--|--------|--------|---------------------|-----------|
|   |  | Description                                    | Target | Date   |                     |           |
| Plan for the retention, attainment and transition of students | Invite community members/groups to be involved in school fetes, open days and school events.       | Community groups engaged in school involvement |        | Term 1 | Murray Rogers       |           |
| Develop productive partnerships with students, staff, parents | Engage staff/students/parents in a whole of school review of RBP practices and school values       | Forums conducted to illicit deep engagement    |        | Term 2 | Murray Rogers       |           |
| Implement "Flying Start" reforms                              | Engage in productive policy and practice reform to support the instigation of Flying Start Reforms | Engage Pre-Prep/Secondary school partners      |        | Term 2 | Murray Rogers       |           |



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## SCHOOL CURRICULUM

| School strategies                        | Actions   | Performance Measures                            |                       |         | Responsible Officer | Resources |
|--|---|---|-----------------------|---------|---------------------|-----------|
|  |   | Description                                     | Target                | Date    |                     |           |
| Implement the Australian Curriculum      | Continually modify curriculum framework in line with National Curriculum Agenda                   | Curriculum Framework Updated                    |                       | Ongoing | Amber Bartels       |           |
| Implement actions to improve reading     | Review, amend, consolidate, develop and implement a common explicit approach to teaching reading  | Improve internal/systemic reading data          | Refer benchmarks tool | Ongoing | Amber Bartels       |           |
| Implement actions to improve numeracy    | Review, amend, consolidate, develop and implement a common explicit approach to teaching numeracy | Improve numeracy performance                    | Refer benchmarks tool | Ongoing | Amber Bartels       |           |
| Implement actions to improve writing     | Review, amend, consolidate, develop and implement a common explicit approach to teaching writing  | Improve writing performance                     | Refer benchmarks tool | Ongoing | Amber Bartels       |           |
| Implement actions to improve science     | Embed 5E's explicit teaching approaches to refine science teaching                                | Improve Science Performance                     | Refer benchmarks tool | Term 3  | Amber Bartels       |           |
| Plan to transition Year 7 to high school | Incorporate school based inclusive processes for Year 5/6/7 to enable a smooth transition         | Plan established for double cohort loss in 2015 |                       | Term 4  | Murray Rogers       |           |
| ICT infrastructure                       | Incorporate a balanced platform of ICT equipment to support student learning outcomes             | Establish a 4 Year Renewable Plan               |                       | Term 2  | Gerard Wilkins      |           |



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## TEACHING PRACTICE

| School strategies   | Actions  | Performance Measures  |                       |                     | Responsible Officer | Resources  |
|---|--|---|-----------------------|---------------------|---------------------|--|
|   |  | Description   | Target                | Date                |                     |  |
| Continuously monitor student achievement                        | Data reflection teams established at leadership, planning team and individual class levels       | Planned data analysis   | All levels            | Twice per term      | Michael Josey       |  |
|   | Establish whole-of school practices to monitor student personal goal setting                     | Teacherins facilitating student goal setting in literacy and numeracy                     | 100% staff            | Term 4              | Amber Bartels       |  |
|   | Use One School to record student achievement and formative assessment data                       | One School Data Bank in place   | 100% use              | Term 2              | Lorraine Chester    |  |
| Focus on high quality teaching practices                        | Professional learning linked to research highlighting quality reflecting practices               | Professional Learning Opportunities   | All staff             | New focus each term | Michael Josey       | Hattie Fleming<br>Archer<br>Knight   |
|   | Refine personal pedagogy to align with whole school pedagogical expectations                     | Coaching, formative evaluation and reflection strategies                                  | All Teaching Staff    | Ongoing             | Michael Josey       |  |
|   | Embed whole-of-school differentiation practices  | Practices reflected in Pedagogical Framework  |                       | Term 4              | Michael Josey       |  |
| Develop and manage collaborative teaching practices             | Continue to enhance strategies for stronger teaching team practices                              | Ongoing planning team processes for planning, moeration and reflection                    | All staff             | Each fortnight      | Michael Josey       | Moderation<br>Planning<br>Common program implementation<br>Common Core Practices |
| Implement and manage consistent classroom pedagogical practices | Establish Ipswich Central core pedagogical practices through Pedagogical Framework               | Pedagogical Framework Practices established   |                       | Term 4              | Michael Josey       |  |
|   | Embed whole school approaches to teaching of reading, writing and numeracy                       | Clearly articulated approaches provided in Pedagogical Frameowrk                          |                       | Term 4              | Amber Bartels       |  |
|   | Embed common clear lesson structures for all classes   | Clear lesson structure reflected in Pedagogical Framework                                 |                       | Term 4              | Amber Bartels       |  |
| Use of data – develop evidence based decision making practice   | Use data to engage teachers in analysis of individuals/cohorts to improve learning               | Teams/individuals formally engaged in data analysis                                       | 100%                  | 4 times per term    | Michael Josey       |  |
|   | Use data from daily and short cycle assessment to inform classroom practice                      | Planning team meetings utliised for cohort data analysis                                  | 100%                  | Ongoing             | Amber Bartels       |  |
| Monitor teaching practice with a focus on student improvement   | Enhance teacher perfoamnce through observation and feedback cycles                               | Regular observation/feedback cycles implemented   | 2 ob/term             | Ongoing             | Michael Josey       |  |
| Implement and manage actions to 'Close the Gap'                 | Through the 'Next Steps' initiative aim to enhance indigenous student engagement and performance | Improve indigenous student performance through quality support programs                   | Refer benchmarks tool | Ongoing             | Murray Rogers       |  |
| Use of ICT's in classrooms                                      | Provide ongoing professional learning to improve the use of ICT's in classroom practice          | Engage in professional learning experiences to enhance skilful teacher use of ICT devices |                       | Ongoing             | Gerard Wilkins      |  |



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## PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

| School strategies   | Actions  | Performance Measures  |           |         | Responsible Officer | Resources |
|---|--|---|-----------|---------|---------------------|-----------|
|   |  | Description   | Target    | Date    |                     |           |
| Principal leads the implementation of the Australian curriculum               | Influences continued focus with the ongoing implementation of National Curriculum                    | National Curriculum Implemented   | All staff | Term 4  | Michael Josey       |           |
| Implement a whole school pedagogical assessment and data collection programme | Develop and embed whole school diagnostic testing and targets schedule                               | Benchmarks tool in place  |           | Term 2  | Lorraine Chester    |           |
|   | Through Pedagogical Framework outline whole-of-school assessment expectations                        | Every unit task linked to criteria sheet and exemplar                             |           | Term 4  | Amber Bartels       |           |
|   |  | Student task assessment is moderated  |           | Ongoing |                     |           |
| Develop instructional leadership skills (Australian curriculum)               | Allocate appropriate budget for the capability development of the principal and other school leaders | Leaders engaged in ongoing high quality capability development                    |           | Ongoing | Michael Josey       |           |
| Develop the professional capability of staff                                  | Facilitate opportunities for staff to engage in collegial interactions                               | Staff engaged in mentoring and shared best practice conversations                 | 100%      | Ongoing | Amber Bartels       |           |
|   | Use the DPF as a tool to align teacher capability development with school priorities                 | Staff coaching initiative implemented   |           | Ongoing | Murray Rogers       |           |
|   | Establish staff capacity to coach, mentor and instructional guide other staff                        | Core of highly skilled lead teachers established                                  |           | Term 2  | Michael Josey       |           |
| Build professional relationships with staff and professional colleagues       | Share and discuss Education Queensland's priorities with the staff, community and through networks   | Regular engagement with staff and community regarding EQ initiatives and strategy |           | Ongoing | Michael Josey       |           |
| Actively lead 'Closing the Gap' initiatives                                   | Implement EATSIPS Plan and Next Steps Initiative   | EATSIPS and Next Steps  |           | Ongoing | Murray Rogers       |           |



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## OTHER REQUIREMENTS

| School strategies  | Actions   | Performance Measures                                      |             |        | Responsible Officer | Resources |
|--|---|---|-------------|--------|---------------------|-----------|
|  |   | Description   | Target      | Date   |                     |           |
| Develop whole school curriculum, assessment and reporting plan | Student Progress Reports modified one school to reflect state and national priorities | Report Module Updated                                     | All Classes | April  | Amber Bartels       |           |
| Develop quality improvement plan                               | Provide a 1 page clearly articulated improvement plan for all staff                   | Improvement plan in place                                 |             | Term 1 | Michael Josey       |           |
| Revise responsible behaviour plan                              | Revise RBP  | Re-submit RBP for approval                                |             | Term 2 | Murray Rogers       |           |
| Develop asset replacement plan                                 | Develop and asset replacement schedule  | Asset replacement plan in place                           |             | Term 4 | Sharene Hindom      |           |
| Revise WHSW plan   | Revise and re-organise practices around WHS   | Evidence of effective WHS practices - minuted and enacted | Monthly     | Term 1 | Sharene Hindom      |           |
| Review and revise emergency management plan                    | Revise and review emergency management plan   | Emergency management plan in place                        |             | Term 4 | Murray Rogers       |           |