Key priorities for 2012

- **Focus on Numeracy and core learning priorities** (Reading, Writing - including spelling, grammar and punctuation, Science & Retention, attainment and transition of students).
- **Implement Australian curriculum – English, Maths, Science** (Curriculum into the Classroom)
- **Ensure quality teaching** (Focus on achievement of every student)
- **Promote Community Confidence** - communication and partnerships

**Financial Documentation attached including:**

The financial component of the Annual Implementation Plan incorporates 2 components

The Annual Financial Report - 2011
The Budget Plan - 2012

<table>
<thead>
<tr>
<th>Oneschool Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annual Financial Report - To be advised (TBA)</td>
</tr>
<tr>
<td>• Progressive Cash flow Printout – from Budget Template</td>
</tr>
<tr>
<td><em>(The BOR &amp; ARS will be accessed via Oneschool – no requirement for schools to submit electronically)</em></td>
</tr>
</tbody>
</table>

**Certification**

This plan was developed in consultation with the school community and meets school needs and systemic requirements.
<table>
<thead>
<tr>
<th>School priorities</th>
<th>Actions</th>
<th>Measures</th>
<th>Other</th>
</tr>
</thead>
</table>
| **Curriculum (the What)** | - Focus on numeracy and literacy, identifying student and staff needs through data collection and feedback and employing strategies to meet those needs. (Professional development, quality teaching practices)  
- Ensure core priorities (Reading, writing, spelling, grammar and punctuation, numeracy, science, retention, attainment and transitions and closing the gap actions) are being addressed through data collection, intervention, and extension.  
- Implement Australian Curriculum (English, Maths and Science) through adopting C2Cs (Curriculum into the Classroom) and adapting to the Kulpi SS multi-age context and student learning needs. (work with cluster schools)  
- Respond to identified school and learning priorities from internal and external data collection and Teaching and Learning Audit in a timely and quality manner to ensure student improvement and realisation of targets.  
- Implement a focused literacy program for all students, utilising available data to generate explicit teaching episodes to address specific student learning needs.  
- Develop and implement a Gifted Education plan  
- Continue to implement EATSIPS plan, including using OLLIE UP and Dynamic Deadlines  
- Continue to use Earth Smart Science as a vehicle to engage students, teachers and the community. | - School Performance Profile (Improvements across all areas)  
- NAPLAN (100% of students above NMS, 25% U2B across all areas)  
- Teaching & Learning Audit (Actions implemented and improvement across areas)  
- Internal data collection – student assessment and feedback across school (Meet internal targets according to school targets and timelines policy)  
- School Opinion Survey -- of parents/caregivers satisfied that their child is getting a good education at this school (S109)  
- Feedback from students, staff and parents – meetings and discussions  
- School curriculum plans aligned with Australian Curriculum  
- All staff to attend professional development as per DPP and school priorities  
- Percentage of school workforce satisfied with access to quality PD opportunities (S076) | **Budget Allocations:**  
* Learning – Curriculum, TRS, Lit&Num Intervention  
* Workforce – Professional development |
| **Teaching Practice (the How)** | - Provide access to and ensure take up of staff training in First Steps in Maths and Reading to support the teaching of Numeracy and Reading to identify intervention and extension needs of students.  
- Identifying school, student and staff needs and priorities through variety of data and feedback, responding to these with strategies. (professional development, access to expertise, allocate HR resources, resources, mentors, indigenous perspectives)  
- Develop and implement an instructional leadership process incorporating collegial discussion, focussed interviews and formal staff meetings  
- Embed routine analysis of student achievement and set targets with high expectations across school  
- Ensure differentiation and Higher Order Thinking Skills are evident in | - School Performance Profile (Improvements across all areas)  
- NAPLAN (100% of students above NMS, 25% U2B across all areas)  
- Teaching & Learning Audit (Actions implemented and improvement across areas)  
- Internal data collection – student assessment and feedback across school (Meet internal targets according to school targets and timelines policy)  
- School curriculum plans aligned with Australian Curriculum  
- All staff to attend professional development as per DPP and school priorities  
- Percentage of school workforce satisfied with access to quality PD opportunities (S076) | **Key School Documents:**  
NAPLAN action plan  
T&L audit action plan  
EATSIPS plan  
School Curriculum plans  
Staff Professional Learning Plan  
Developing Performance plans  
School Improvement targets  
School Performance Profile |
| **System priorities:** | Implement the Australian Curriculum  
Develop whole-school curriculum, assessment and reporting plan | **Documents:**  
Key School  
Other  
School Performance Profile |
daily teaching practice and are planned to meet individual student needs through explicit teaching.

- Increase students’ ‘real world’ cultural experiences through Show entries, Arts Council and camp experiences.
- Continue ‘real world’ experiences through Stephanie Alexander Kitchen Garden Foundation’ practices

- School Opinion Survey >90% of parents/ caregivers satisfied that their child is getting a good education at this school (S109)
- Feedback from students, staff and parents – meetings and discussions
- EATIPS actions achieved according to timelines
- Whole school adheres to Responsible Behaviour plan.
- Percentage of school workforce satisfied with access to quality PD opportunities (S076)
- Percentage of school workforce satisfied that they receive helpful feedback on their work (S024)

Principal Leadership and School Capability

- Enact Principal Performance and Development Plan (PPDP) from Principals’ Capability and Leadership Framework (PCLF) and endorsed by Assistant Regional Director.
- Establish and embed feedback culture throughout the school – principal, staff and students, with a focus on improvement. (teaching, learning, achievement, processes)
- Support staff in developing their performance (and meeting school needs) through Developing Performance Plans.
- Access expert assistance to support principal in being an instructional leader. (Curriculum, pedagogy, student achievement and improvement, feedback)

- Teaching & Learning Audit (Actions implemented and improvement across areas)
- Internal data collection – student assessment and feedback across school (Meet internal targets according to school targets and timelines policy)
- School Opinion Survey >90% of parents/ caregivers satisfied that their child is getting a good education at this school (S109)
- Feedback from students, staff and parents – meetings and discussions
- Developing Performance Plans in place
- ARD feedback
- Majority of school workforce satisfied that they receive helpful feedback on their work (S024)

Budget Allocations:

- Workforce – Professional development
### School and Community Partnerships (the Who)

- Ensure clear and timely communication is provided to school community, on all aspects of school (Annual Implementation Plan, attendance, targets, improvements & shortfalls, curriculum, expectations, behaviour, events, priorities) through weekly newsletter, parent information sessions, outdoor sign, school website, parent interviews, P&C meetings, events.

- Confirm the school’s direction with what the school community wants the school to be like.

- Value parent and community partnerships with support through Pre-prep day, volunteers in classrooms, playgroup, school events and involvement in Stephanie Alexander Kitchen Garden Program.

- Identify financial, human and physical requirements to implement the school plan, with the support of the school community.

- Develop shared communication and clear expectations around student behaviour and Responsible Behaviour Plan.

- Ensure this school is a school of choice for all students by valuing excellent teaching, quality resources and effective communication between staff students and parents.

---

### Budget Allocations:

- **Learning – Curriculum,**
- **School –**
- **Workforce – Professional development**

### Key School Documents:

- Responsible Behaviour Plan
- Teaching & Learning Audit (Actions implemented and improvement across areas)
- School Opinion Survey >90% of parents/caregivers satisfied that their child is getting a good education at this school (S109)
- Feedback from students, staff and parents – meetings and discussions
- Quadrennial School Review

---

---