

Annual Implementation Plan 2012

Narbethong State Special School

Metro Region

Government
'Context and Vision'

Department of Education and Training
'Business'

Region
'System'

Education Services

Schools



GOVT

DET

SE Region

STRATEGIC OBJECTIVES

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"... a state where knowledge, creativity and innovation drive economic growth to improve prosperity and quality of life for all Queenslanders"

"... Clever, Skilled and Creative Queensland"

"... high quality services that consistently exceed community expectations."

AMBITIONS

STRATEGIC OBJECTIVES

REGIONAL STRATEGIES

United in the Pursuit of Excellence

Teaching and Learning Audit recommendations actioned with explicit school strategies .

- Stronger Q
- Smarter Q
- Fairer Q
- Greener Q
- Healthier Q

All Children will have access to quality early childhood education and care.

Every young person will be well equipped with the educational foundations to achieve their individual potential.

Queenslanders will be skilled to maximise their opportunities and help drive Queensland's economy.

We will manage our resources effectively to strengthen service delivery.

Leadership, governance and performance transparency to drive performance improvement

Performance improvement through service integration, partnerships and networks

Performance sustainability through relevance, alignment and a services orientation

Re-engineer expectations, processes and structures to leverage the power of technology to improve systems and learning productivity on behalf of all customers.

School and Community Partnerships
High levels of community confidence in the school's performance and achievement

School Curriculum
Consistency in curriculum planning and implementation to improve learning

Teaching practice
High quality teaching focussed upon the achievement of every student

Principal leadership and School capability
Instructional leadership with an unrelenting focus on improvement

Implementation of National Curriculum and mandatory LOTE

Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations

A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.

Implementation of developing Performance Plans for administrators and teaching staff.

Consolidation of Oneschool as the operational environment for school data, plans and financial operations.

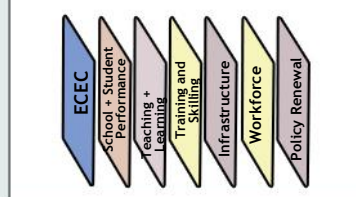
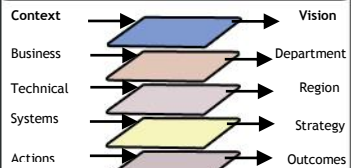
ORGANISATIONAL FRAMEWORK OVERVIEW

DIRECTOR GENERAL'S PRIORITIES

ASPIRATIONAL GOALS

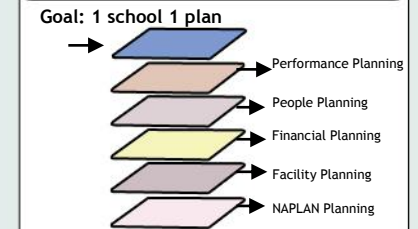
DELIVERABLES

SCHOOL PLANNING

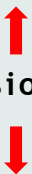


- Success**
- 100% of year 12 students graduate with OP or VET qualifications.
 - 100% Aboriginal and Torres Strait Islander students Earning a living past year 12.
- Achievement**
- 100% of students above the NMS.
 - Double the percentage of students in the top 2 bands.
 - Close the indigenous achievement gap.
- Confidence**
- Strong market share through improved public confidence.
 - 100% of schools have successful financial and Teaching and Learning Audits.
 - 100% of schools operating at 3rd or 2nd of separation.

- School and student Performance Improvement**
- Community confidence in Public Education**
- Close the Gap between Indigenous and non-Indigenous students**
- Australian curriculum and LOTE**
- Curriculum into the Classroom deployed locally**
- Enhance Principal and school capability and capacity.**



Vision Alignment → **Alignment** → **Alignment**



Narbethong State Special School Annual Implementation Plan 2012

<p><u>Our School Vision:</u> To achieve the best educational outcomes for every student in our school. Seek to have each student reach his/her potential and to become as independent as possible.</p>
<p><u>Our School Values:</u></p> <p>Continued use of an appropriate curriculum to meet the diverse needs of our student population. The integration of the FIELA curriculum with the ACARA curriculum across the school. Stronger parent partnerships around curriculum delivery to further enhance student outcomes at home and school. Contributions of staff to a strong, well-informed team approach to ensure quality educational programs are available to all our students.</p>

<p><u>2012 Strategic Objectives</u></p> <ol style="list-style-type: none"> 1. <i>Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.</i> 2. <i>Implementation of the Australian Curriculum</i> 3. <i>Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations</i> 4. <i>A comprehensive, transparent and focussed strategy to improve specific student cohorts inclusive of A&TSI students.</i> 5. <i>Implementation of developing Performance Plans for administrators and teaching staff.</i> 6. <i>Consolidation of OneSchool as the operational environment for school data, plans and financial operations.</i>
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High Value, High Impact, Performance Areas 2012	How will our success look and feel?
<ol style="list-style-type: none"> 1. Provide professional support and encourage collaborative approach 2. Respond to requests for professional growth/knowledge 3. Strengthen community connections 	<p>Staff actively engaged in professional dialogue and contributing to the achievement of organisational goals. Staff draws on information from multiple sources and use agreed guidelines to analyse conclusions based on evidence. Staff will nurture internal and external relationships and is responsive to changes in client needs and expectations.</p>

	<i>Strategies / Actions</i>	<i>High Value High Impact Improvement areas: Specificity</i>	<i>Note</i>
A Culture that Promotes Learning	<ol style="list-style-type: none"> Provision of professional development inservices on alternate Tuesday afternoons for teaching staff – staff nominate areas of interest and this PD is either provided by Narbethong colleagues and outside sources. Provision of professional development for teacher-aides on alternate Wednesday afternoons – part of ADO provision – focus area 'Active Learning' curriculum. This PD presented by Narbethong teaching staff. Collaborative discussions with Regional staffing officers to transfer into school teachers with similar teaching experience and innovative evidenced based practice and are supportive of the school's vision and educational objectives. Continuation of access to school site and staff for visiting teachers to examine/discuss our school programs, teaching methodologies and philosophy. 	<p>Addresses requested professional needs and builds professional expertise.</p> <p>Harnesses opportunities to build professional opportunities for teachers to provide PD to others and strengthen team knowledge and commitment.</p> <p>Continue to build school's capacity for learning and exploration of different methodologies and evidence-based practices.</p> <p>Build and sustain relationships within the organisation and ensure commitment through a reciprocal sharing of information and knowledge.</p>	
Analysis and Discussion of Data	<ol style="list-style-type: none"> Continue examination of standardised tests for data collection purposes with current cohort of students by HOC and senior teachers. Provide opportunities for staff to moderate student results and engage in professional discussions around strategies to foster improvement. Comparison of data collection methods currently used with 'like' schools to aid validation of data and methods used. 	Data analysis to be used as base for decisions made to improve student and school performance.	
An Explicit Improvement Agenda	<ol style="list-style-type: none"> Teaching staff to provide DPF to admin team for discussions and future planning to ensure ongoing professional growth and improvement. Staff self-identification of opportunities for self/team improvement with the identification and utilisation of individuals. Admin empowers staff by delegating tasks to staff and following with constructive feedback and support. 	<p>Identification of knowledge gaps and encourages self-evaluation of performance and reflection.</p> <p>Personal responsibility for improvement and systemic improvement.</p>	
Targeted Use of School Resources	<ol style="list-style-type: none"> Continue practice of flexible structure and processes to meet the needs of individual students Provide supportive environment during staff meeting each term to enable staff to confidently and constructively challenge decisions, while gaining an understanding of the structures/restrictions/strengths in place for resource decision making. 	<p>Promotes confidence building with staff and an understanding of human, financial and equipment resources within a school.</p> <p>Allows for the exploration of possible sources outside of EQ who maybe able to assist the school community.</p>	
An Expert Teaching Team	<ol style="list-style-type: none"> Provision of professional development inservices on alternate Tuesday afternoon s for teaching staff – staff nominate areas of interest and this PD is either provided by Narbethong colleagues and outside sources. Provision of professional development for teacher-aides on alternate Wednesday afternoons – part of ADO provision – focus area 'Active Learning' curriculum. This PD presented by Narbethong teaching staff. 	<p>Addresses requested professional needs and builds professional expertise.</p> <p>Harnesses opportunities to build professional opportunities for teachers to provide PD to others and strengthen team knowledge and commitment.</p>	
Systematic Curriculum Delivery	<ol style="list-style-type: none"> Continue the HOC position within the school to allow for the alignment of the FIELA curriculum with the ACARA documentation. Meet with teachers each term to discuss planning, assessment and curriculum delivery. Teachers to meet prior to OneSchool reporting for moderation and data collection discussions. 	<p>Professional accountability for staff.</p> <p>Shared responsibility for best practice.</p>	
Evidence Based Teaching	<ol style="list-style-type: none"> Admin to provide strong leadership model for the use of research based teaching practices in all classrooms Teachers assigned to groups to investigate and report on 'best practice' methodology used within school. Data collected is reflected within future planning and reporting. 	<p>Addresses requested professional needs and builds professional expertise</p> <p>Build and sustain relationships within the organisation and ensure commitment through a reciprocal sharing of information and knowledge.</p> <p>Data analysis to be used as base for decisions made to improve student and school performance.</p>	
Differentiated Classroom Learning	<ol style="list-style-type: none"> Teachers/therapists/parents collaboratively design appropriate objective criteria and evaluation procedures and schedules for determining on a 6 monthly basis whether the instructional objectives are being achieved; and A statement of the specific special education and related services to be provided for each student. 	<p>Professional accountability for staff.</p> <p>Shared responsibility for best practice.</p>	
School Community Partnerships	<ol style="list-style-type: none"> Continue to develop staff & school opinion Continue to develop partnerships with community groups Continue to foster links with other schools 	<p>Staff, student, parent opinion surveys</p> <p>P&C support</p> <p>Social justice, technology, arts & manual arts</p>	

- School based tracking devices
- One School
- School Opinion Survey
- Specific school-based assessment

Assistant Regional Director Feedback

Annual Operation Plan supported. Priorities identified are in line with Departmental improvement agendas and appropriate to the needs of students and staff at this school. Actions outlined will assist with improved student performance at this highly specialised school.

Endorsement

This Annual Implementation Plan was developed in consultation with the school community and is aligned to the 4 year School Plan. It includes the Plan focusing on the key improvement strategies and outcomes for the next 12 months and is accompanied by a copy of the Annual Financial Report (AFR) and a copy of the Budget Overview Report (BOR).

Anne Nystrom Principal / / 2012	Michelle Sciberras P&C President / School Council Chair / / 2012	Peter Blatch Assistant Regional Director / / 2012	