NORTH COAST REGION
Barambah EEC


EVERY STUDENT SUCCEEDING

Our 2016 Explicit School Improvement Agenda is;
Improving Teacher Capability, Explicit Curriculum Alignment

2016 Annual Implementation Plan

ENDORSEMENT
This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Sue Gibson
Principal
18/2/2016

Mark Smith
P&C President/School Council Chair
18/2/2016

(Insert Name)
Assistant Regional Director
/ 2016
<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SCHOOL PRIORITIES 2016</th>
<th>IMPROVEMENT STRATEGIES AND ACTIONS 2016</th>
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| **Successful Learners** | Know your Learners | **Analyze Student Data**<br>• Collect detailed individual student profile data from class teachers during camp pre-visit processes and review to inform camp program delivery and pedagogy.  
• Further develop teacher expertise in data analysis to inform effective teaching and learning.  
• Implement and engage in regular data discussions, utilising the student Barambah Camp Reports and Feedback Surveys, to inform improvement, guide teaching and prompt program modifications as needed. |
| Meet your learners’ needs | | **I4S**<br>• Provide effective and efficient financial support to enable sustained school improvement  
• develop teachers’ capability to design and deliver age-appropriate programs to students using the Australian Curriculum, and explicitly articulate curriculum links to client school teachers  
• enhance client teachers knowledge and understanding of the Personal and Social General Capability  
• embed the culture, climate, processes and protocols of coaching, classroom observation and feedback to support professional development and encourage reflective practice/action learning  
• provide TRS to enable teachers/leaders to engage in collaborative data inquiry, action learning, collegial visits and professional conversations |
| **Great People** | Develop Professional Knowledge | **Australian Curriculum Priorities**<br>• Embed the Personal and Social General Capability (National Curriculum) into all camp programs ensuring alignment with client school expectations.  
• Embed the Aboriginal and Torres Strait Islander histories and culture cross-curricula priority (National Curriculum) in all programs ensuring alignment with local community expectations.  
• Embed Science, History & Geography (National Curriculum) ensuring alignment with client school expectations.  
• Familiarize staff with the curriculum area “Health and Physical Education” in preparation for implementation in 2016 and in line with roll out protocols. |
| Teaching Quality | | |
Teachers employing high quality, evidence-based teaching practices focused on success for every student

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<tr>
<th>Develop Professional Practice</th>
<th>Literacy Priorities</th>
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<td>Develop resources to build visiting student and teacher understanding and use of program specific language and embed in pre-visit, camp and post-visit processes.</td>
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<th>Develop Professional Engagement</th>
<th>Numeracy Priority</th>
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<td>Identify explicit numeracy opportunities in Centre programs, develop resources and embed in pre-visit, camp and post-visit processes.</td>
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<th>Pedagogical Framework</th>
<th>BPN Priority</th>
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<td>Continue to develop and embed an overarching Pedagogical Framework incorporating a number of evidence based pedagogies relevant to the local context (Productive Pedagogies, Pedagogy and Place, ASOT Design Question 6 and Gradual Release of Responsibility).</td>
<td>Engage in quality professional development and professional sharing via OEEC Cluster BPN. Foster participation of whole of teaching team in improvement via discussions and participation.</td>
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<th>Developing Performance Framework</th>
<th>Learning Communities</th>
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<td>Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.</td>
<td>Principal Performance Development Plan in place with ARD with clearly identified leadership focus.</td>
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<td>Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers.</td>
<td>Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.</td>
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<td>Consultation and feedback structures are in place and occur in a timely manner (once a term/semester).</td>
<td>Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.</td>
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<td>Use coaching, peer observations, feedback, learning communities to improve teaching practices.</td>
<td>Enable teachers to engage in effective coaching and observation opportunities to improve teaching practices.</td>
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<td>Review and update Centre Health and Well-being Plan to monitor staff and personal wellbeing, review each term as part of WHS meetings.</td>
<td>Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.</td>
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### High Standards

**School Performance**

Schools achieving success through an intentional approach to improving the progress of every student.

#### Know your data

- **Explicit Improvement Agenda**
  - Analyze whole Centre trends to develop an explicit improvement agenda
  - Articulate a whole Centre improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.

#### Know your strategies

- **Curriculum Teaching and Learning/ School Improvement Unit**
  - Implement recommendations from latest audit report.

- **Internal Audit**
  - Implement strategies to fulfil internal audit requirements and recommendations

- **Opinion Survey Priorities**
  - Use the opinion survey data to respond to concerns in order to ensure better outcomes for staff.
  - Ensure the Developing Performance process is seen as valued and useful.
  - Enhance maintenance of ICT equipment through sourcing an Orange Card holder.

### Engaged Partners

**Regional Support**

Regions providing a renewed focus on supporting performance and outcomes across the three sectors – early childhood education and care, state schools, and training and employment.

#### Maintain alignment

- **Alignment and Consistency**
  - Continue to develop an understanding of NCR priorities, strategies and processes.
  - Continue to develop opportunities to work with regional support staff and services.
  - Develop opportunities to work collaboratively with schools to share knowledge and resources.

#### Develop consistency

- **Service Delivery**
  - Maintain a sustainable service delivery model for students across all phases of schooling
  - 2016 Agreement – 30,000 student instructional hours (4000 day, 2800 night visitations) composed of 40 residential camp programs (24,000 hours) and 30 day visit programs (6000 hours)

#### Scale up success

- **Supporting Secondary Transitions**
  - Support local high schools to improve learning outcomes for Indigenous students through delivery of a Cert II in Conservation and Land Management.

### Engaged Partners

**Local decision making**

- **Partnerships**
  - Continue to work with regional support services to support and sustain Centre improvement
  - Develop authentic, collaborative partnership with BMRG Murri Rangers to support schools to embed Aboriginal and Torres Strait Islander Histories and Culture.
  - Embrace opportunities to involve local community with 2016 Bunya 2 Bay event.
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<th><strong>Create partnerships</strong></th>
<th><strong>Parent and Community Engagement Strategy</strong></th>
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<td>Schools ensuring community needs are central to decision making processes, autonomy and accountability.</td>
<td>Promote community participation in Centre events and provide opportunities for families to observe student learning and celebrate student achievement.</td>
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<td>Use multiple communication channels to communicate with community eg email, telephone, web portal and newsletters.</td>
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<td>Provide programs and opportunities for parents to build their capacity to support their child’s learning.</td>
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<td>Actively seek and develop a wide range of community partnerships.</td>
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**CRITICAL REFERENCE:**
- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2014-2018