



Numinbah Valley State School

2020 Annual Implementation Plan

Improvement Priority 1. Curriculum and Reporting Framework and Systematic Curriculum Delivery

Targets

By the end of the year Numinbah Valley State School's Whole School Curriculum, Assessment and Reporting Framework will be completed, quality assured and set to be fully imbedded into school practice

Strategy: To ensure that our school has a whole school curriculum assessment and reporting plan that covers whole school, band and unit plans that is consistent with the P-12 Curriculum, assessment and reporting framework.

Actions	Timeline	Responsible Officer(s)
Utilise staff meetings (Inquiry Cycle), regional support to collaboratively continue work around implementation of NVSS Curriculum, Assessment and Reporting Framework across all subject areas.	Ongoing	Warren Greinke
Provide staff with opportunities to engage with curriculum documentation to support greater understanding, engagement and support for implementation.	Ongoing	Warren Greinke
Strategy: Develop a consistent in school and where practicable beyond school moderation process that ensures consistency of teacher judgement.		
Actions	Timeline	Responsible Officer(s)
Provide opportunities for NVSS staff where practical to collaborate collegially to review and moderate student samples before and after assessment establishing greater consistency of teacher judgement	Term 2	Principal

Improvement Priority 2. Continuing Development of Whole School Reading / Writing Program

Targets

Student achievement aligns with age appropriate expectations while also utilising critical aspect markers across applicable clusters including comprehension and aspects of writing.

Strategy: Utilise daily phonemic awareness program (Michael Heggerty) for P-3 students to reinforce and consolidate skills and knowledge where current indicators reflect limited development, understanding or progress toward achieving age appropriate expectations.

Actions	Timeline	Responsible Officer(s)
Teacher / teacher aide works with individuals and small groups face to face working through sounds and actions to support phonemic awareness development reinforcing and consolidating knowledge.	Ongoing	Warren Greinke
READING - Weekly 'big book' program (Jill Eggleton) combining a five day focus: comprehension, vocabulary, phrasing/fluency, spelling in context along with oral, written and visual language.	Term 1	Warren Greinke





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Improvement Priority 2. Continuing Development of Whole School Reading / Writing Program

Targets

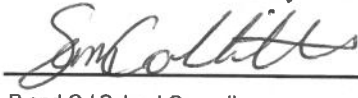
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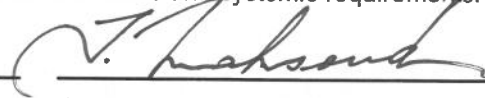
Strategy:	Collaborate with specialist staff across learning areas to support them to embed periods of reading instruction into lesson delivery.		
Actions	Timeline	Responsible Officer(s)	
Specialist and support staff collaborate to source suitable subject specific reading material to incorporate into modelled / shared reading session into each lesson.	Term 1	Beverley Bartlett, Warren Greinke, Susan Smith	
Strategy:	Introduce 'the writing revolution' as guiding text - incorporate steps, strategies and activities to promote teaching writing 'one sentence at a time' across all learning areas.		
Actions	Timeline	Responsible Officer(s)	
Include, during weekly staff meetings, staff in-service around the salient elements of 'The Writing Revolution' (Judith Hochman/Natalie Wexler) to incorporate into classroom writing instruction.	Term 1	Beverley Bartlett, Warren Greinke, Susan Smith	
WRITING - Weekly 'big book' program (Jill Eggleton) combining a five day focus: comprehension, vocabulary, phrasing/fluency, spelling in context along with oral, written and visual language.	Term 1	Warren Greinke	

Endorsement

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

