


Our Belief – All children can and will achieve

Our purpose – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

Humpybong State School - IPS 2019 Explicit Improvement Agenda

**Our Focus – Literacy (Reading/Writing),
Numeracy, NPDL**

Every Student Succeeding



Humpybong State School
An Independent Public School
A Positive Behaviour for Learning School

Working together to support all students to develop skills, compassion and innovation to navigate their future.

Improvements in Literacy and Numeracy will be achieved through an explicit curriculum, focussed teaching and learning agenda grounded in ASoT and the Gradual Release of Responsibility framework with coaching and mentoring of staff from a Growth Mindset.



School Improvement



An explicit improvement agenda

Analysis and Discussion of Data

A Culture that promotes learning

Targeted use of School Resources

An expert teaching team

Systemic Curriculum Delivery

Differentiated teaching and learning

Effective Pedagogical Practices

School-Community Partnerships

1. Effective Learning; 2. Exceptional Staff; 3. Strong Partnerships; 4. Wellbeing

Improvement Strategy (linked to AIP)

Strategy 1: Continue Reading

- Deliver oral language activities that target **phonological and phonemic awareness (SSP)**
- **Continue to embed a balanced reading program** (1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading)
- Continue to provide differentiated teaching of reading
- Ensure a variety of learning opportunities for U2B (eg Reader's Cup, Book Clubs)
- Complete a thorough interrogation of NAPLAN data - 2018 in preparation for 2019 NAPLAN
- Embed school wide consistent student learning goals for reading
- Continue to investigate collection of reading data to inform teaching and reporting

Strategy 2: Continue Writing

- Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards, Curriculum Intent and assessable elements
- Build teacher understanding of the discernable differences in A-E assessment
- Continue to make writing expectations visible to students through front-ending assessment tasks
- Complete a thorough interrogation of NAPLAN data - 2018 in preparation for 2019 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus daily writing activities
- Embed the whole school writing cycle
- Continue to introduce 'Big Write', 'VCOP' Word Walls and peer conference/feedback throughout the school
- Ensure a variety of learning opportunities for U2B (eg Author in Residence, Mystery Write)

Strategy 3: Continue Numeracy

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources
- Continue to use a range and balance of assessment tools (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to embed Numeracy Rich Routines (eg computational fluency, problem solving and number facts)
- Continue to build teacher understanding of the Proficiencies (eg Understanding fluency, problem solving, reasoning)
- Complete a thorough interrogation of NAPLAN data - 2018 in preparation for 2019 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy
- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)

Strategy 4: Continue New Pedagogies for Deep Learning

- Continue the world-wide NPDL project which includes conferences, planning, moderation and online learning
- Incorporate the 6C's in school wide planning and social skills frameworks (Sol Lessons, Berry Street Education Model)
- Develop teacher capacity in the use of digital and design technologies to enhance student learning outcomes

Reading, Writing, Numeracy, NPDL

- Use peer observation, co-teaching, mentoring, feedback, differentiated coaching and PLC time to improve teaching practices
- Build teacher capacity to analyse student work in moderation to guide feedback and future teaching/learning
- Provide opportunities for staff to engage in moderation within and across schools for A-E alignment
- Develop teacher capacity in providing explicit feedback to students and developing student self- and peer-assessment
- Develop and implement school wide consistent student learning goals
- Develop teacher capacity in the Model of Learning

TARGETS- 2019

Student Attendance - 94 %

Student Achievement- 80% of students achieving C or more

	English		Math		Science	
Semester	1	2	1	2	1	2
Prep #	50%	80%	45%	80%	60%	80%
Year 1	82%	85%	86%	90%	93%	95%
Year 2	76%	80%	74%	80%	75%	80%
Year 3	78%	85%	78%	85%	95%	95%
Year 4	86%	90%	84%	90%	95%	95%
Year 5	78%	85%	80%	85%	90%	90%
Year 6	77%	85%	70%	80%	90%	90%
# Prep – Working With and Above						

ACHIEVEMENT- NAPLAN

• 95 % of students achieving NMS

U2B	Yr 3	Yr 5
Reading	45%	35%
Numeracy	35%	30%

Col Webb
22/2/2019 *Nancy*