Our school is committed to being *A great place to learn*. This means that all of our efforts are centred on students and their learning.

As it is in all good organisations, we are always working towards improvement in what we do so that we will remain *A great place to learn* as our Vision Statement declares:

To do this we have high expectations of students and recognise our role in their continued success. For success to occur we aim to provide a supportive school environment through:

- High quality teaching
- Realistic learning goals for students
- Social and well-being support
- Providing a disciplined learning environment

Through our 2015 Annual Implementation Plan and our Great Results Guarantee we have set ‘stretch’ targets for our students to provide challenge and excitement in their learning. These targets are consistently monitored throughout the year and provide the basis for teacher-student conversations, parent-teacher meetings and student semester reports.

We work closely with community organisations who provide support to students and families. The Out of School Hours Care Program organised by PCYC provides before and after school care for students of our school.

Through consistent implementation of the Australian Curriculum and by developing consistent approaches to teaching across the school; through consistent assessment practices and the analysis of data to meet the specific needs of students; we will demonstrate improved learning and success for all students at Deception Bay North State School.

Students and their educational successes and their development as confident learners are our major focus areas at all times.

**Improvement Agenda**

- Our major priorities for 2015 are improved student outcomes in **Reading, Comprehension and Maths**—Number and increased numbers of students in the Upper 2 Bands of NAPLAN testing
- A focus on embedding a consistent approach to the teaching of these areas across the school
- Improved student attendance including reductions in the numbers of students arriving late for school and early departures
- Continued use of assessment information to assist students to develop their learning goals in **English** and **Maths**

**School Measures of Success**

- Numbers of students in the **upper two bands** of all NAPLAN subjects are increasing
- Numbers of students **above the national minimum standards** in all NAPLAN subjects are increasing
- Student attendance averages 90%
School and Community Partnerships. High levels of parent and student confidence in Deception Bay North State School’s performance and achievement will be achieved through:

1. Addressing the key priorities outlined in the Annual Implementation Plan and the Great Results Guarantee and delivering the outcomes within these documents.
2. This will be achieved via **what** we teach, **how** we teach and **what capacity** we build in staff to continuously improve teaching and learning.

### School Curriculum
**what we do**

- Implement the Australian curriculum in English, Maths, Science and History, Geography and HPE
- Implement the Queensland curriculum in The Arts, Technology
- Implement school-based multilingual and phonological awareness programs in Prep/Year 1 to teach students to read
- Implement and consolidate the following school-wide programs:
  - Reading strategies - guided reading / reciprocal reading
  - Instant recall of number facts
  - Sound Waves spelling program
  - CARS and STARS comprehension program
  - STRIVE vocab development program
  - School-wide Positive Behaviour Support Program and Friendly Schools Plus Program
  - Primary Connections, Science Program
- Implement differentiated curriculum for students as appropriate through English and Maths groupings

### Teaching Practice
**how we work**

- High quality teaching practices
  - Teachers will demonstrate high quality teaching practices through:
    - High expectations of all students
    - Explicit instruction based on student data about specific needs of students
    - Continuous monitoring of student achievement through pre-and post-testing
    - Developing teacher curriculum expertise in subject areas
    - Mentoring provided by leadership teams in curriculum and ICT
    - Developing competence in using the digital curriculum
    - Using mentors to assist teachers new to the school

- Consistent pedagogical practice
  - Develop and embed quality standards for teaching reading, writing, spelling, maths, classroom organisation and behaviour management
  - Continue to develop the Art and Science of Teaching Framework to provide a consistent curriculum across the school
  - Provide high quality feedback to students regarding their continuous improvement

- Evidence-based decision making
  - Effectively use data to monitor student progress
  - Develop curriculum goals for year levels and individual students based on curriculum intent in units of work
  - Use data walls to track and publish student progress in designated areas—number facts, reading levels etc.
  - Using differentiated teaching strategies to meet students’ needs

### School Capability
**how we build our expertise**

- Collaborative practices
  - All staff have Performance Development Plans to enable them to build their expertise
  - Provide peer support and load sharing through Year level teams of teachers and teacher aides
  - Teachers and teacher aides meet regularly to share progress of students and effective teaching strategies.
  - Develop leadership teams across the school to ensure consistency of teaching practice

- Collegial Engagement
  - Leadership team and teacher meetings to regularly engage in professional conversations
  - Provision of feedback from leadership team to staff on implementation of school priorities within classrooms
  - Year level and sector meetings to share successes and challenges through solution focussed conversations
  - Development of staff mentors to lead performance development planning processes

- Professional Development
  - Coaching and mentoring model with master teacher, maths coach and excellent teachers to operate across English, Maths, Science, behaviour management
  - Development of staff mentors to lead teachers to data analysis proficiency
  - Provide professional development through reciprocal accountability with performance development plans
  - Provide leadership opportunities for staff through school organisation and leadership teams
  - Provide professional development for staff in identified aspects of the Art and Science of Teaching-formative assessment, student feedback, learning goals
  - Working with advisory visiting teachers to improve and further develop our skills and knowledge