



Bowen State School

Annual Implementation Plan 2019

State and Regional Priorities

<u>State Schools Strategy 2018-2022</u>	<u>NQR Priorities 2019</u>
<ul style="list-style-type: none"> ▪ Successful Learners ▪ Teaching Quality ▪ Principal Leadership and Performance ▪ School Performance ▪ Regional Support ▪ Local Decision Making 	<ul style="list-style-type: none"> ▪ Build Principal and other Leaders' capability to facilitate the <i>school improvement model</i> to identify and enact their school explicit improvement agenda in alignment with the State School Strategy ▪ Support Principal and other School Leaders to build capability of staff ▪ Develop strong collaboration between schools/regional teams and other agencies

School Improvement Priorities 2019

Quality Teaching and Learning in English and Maths

Strategy – Develop a whole school approach to writing.

Actions	Targets	Timelines	Responsible Officer/s
Increased writing across the curriculum in all P-6 classrooms <ul style="list-style-type: none"> ▪ Identifying the writing demands of all tasks across the curriculum areas ▪ Provide clarity through learning intentions and success criteria ▪ Differentiate to cater for levels of writing instruction ▪ Consistent language across the school ▪ Consistent collection and analysis of data ▪ Moderation of C2C assessment writing tasks ▪ Ongoing demand writing tasks 	100% of teachers participating in writing moderation sessions each term U2B NAPLAN Year 3 - 40% Year 5 - 25% NMS NAPLAN Year 3 – 95% Year 5 – 95%	Semester 1 Term 1: Week 5 Learning Café	HOC Classroom Teachers
Embed the mapping of all students to inform differentiated teaching and learning.	100% of students mapped on the writing and vocabulary aspects of the literacy continuum	Ongoing mapping completed once per term during staff meetings and learning cafés.	HOCs LETs Classroom Teachers

Strategy – Develop a whole school approach to reading.

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> ▪ Guided Reading Lessons in all P-6 Classrooms ▪ Embed the common language around decoding, fluency and comprehension strategies ▪ Develop the structure of focussed vocabulary lessons ▪ Identify the reading and writing demands of all units of work 	100% of teachers teaching guided reading 4 x a week 85% of students achieve an A-C in English U2B NAPLAN Year 3 - 40%	Semester 1: - Production of resources, to support the implementation of consistent guided reading across the whole school. Staff meeting: - Familiarity with artefacts and their purpose-Reading Session	HOC LETs Classroom Teachers



<ul style="list-style-type: none"> Plan for and implement effective strategies based on ACARA year level expectations Consistent language across the school Consistent collection and analysis of data 	<p>Year 5 - 25%</p> <p>NMS NAPLAN Year 3 – 95% Year 5 – 95%</p> <p>PAT-Reading Year 3-6: 50% achieve stanine 5 or above 75% achieve stanine 4 or above</p>	<p>Demonstrate in classrooms.</p> <p>Individual discussions with class teachers professional engagement conversations</p> <p>Monitor the teaching of reading instruction through fortnightly walk-throughs and termly lesson observations.</p>	
<p>Strategy – Develop a whole school approach to the teaching of problem-solving and mental computations.</p>			
Actions	Targets	Timelines	Responsible Officer/s
<p>Develop and implement the use of Mathematical artefact: Whole-School Problem Solving Approach</p> <ul style="list-style-type: none"> Embed the use of daily problem solving questions. Develop the structure of focussed vocabulary lessons <p>Build the capacity of staff in the teaching of Mathematical Literacies (vocabulary, graphic, signs and symbols).</p> <ul style="list-style-type: none"> Develop and implement the use of Mathematical artefact: 'Whole-School Vocabulary Routines Menu' 	<p>100% of teachers using daily problem solving questions</p> <p>90% of students achieve an A-C in Math</p> <p>U2B NAPLAN Year 3 - 35% Year 5 - 30%</p> <p>NMS NAPLAN Year 3 – 95% Year 5 – 95%</p> <p>PAT-Maths Years 1-2: 85% achieve stanine 5 or above 95% achieve stanine 4 or above</p> <p>Year 3-6: 50% achieve stanine 5 or above 75% achieve stanine 4 or above</p>	<p><u>Semester 1:</u> - Production of Mathematic resources, to support the implementation of consistent Problem-Solving, Vocabulary and Number Fact lessons across the whole school.</p> <p>Staff meeting: - Familiarity with artefacts and their purpose</p> <p>Model use of Vocabulary Menu in classrooms.</p> <p>Individual discussions with class teachers during non-contact time</p> <p><u>Semester 2</u> Monitor the teaching of problem solving elements, through fortnightly walk-throughs and termly lesson observations.</p>	<p>Math HOC</p> <p>Classroom Teachers</p>
<p>Continue to develop a whole-school approach to Mental Computations.</p> <p>Implement the use of Mathematical artefacts:</p> <ul style="list-style-type: none"> Whole-School Approach To Mental Computations (Prep-Year 6 Development OF Basic Facts), P-2 Addition and Subtraction Milestones poster, Year 2-6 Multiplication and Division Milestones poster. <p>Embed the use of Number Talks throughout the school.</p> <ul style="list-style-type: none"> Routines Differentiated content Active participation 	<p>100% of teachers using number talks at least twice per week</p>	<p><u>Term 1</u> Whole school sweep to determine strategies currently used for teaching mental computation Classroom observations & feedback (All classrooms)</p> <p>Individual discussions and planning with class teachers during non-contact time</p> <p><u>Term 2:</u> Learning Café</p>	<p>Math HOC</p> <p>Classroom teachers</p>
<p>Embed the mapping of all students to inform differentiated teaching and learning.</p>	<p>100% of students mapped</p>	<p>Ongoing mapping completed once per term</p>	<p>Master Teacher</p>



		during staff meetings and learning cafés.	Classroom Teachers
Strategy – To strengthen and improve oral language skills in the Early Years			
Actions	Targets	Timelines	Responsible Officer/s
Implement tracking of students through Early Start. (Prep students 2019)	100% of students are mapped: -On entry to Prep Literacy - End of Prep Literacy	Term 1 Term 4	Principal Deputy Principal Class Teachers Learning Engagement Teacher
Engage in Communities of Practice with Cluster schools. <ul style="list-style-type: none"> - Conduct student achievement and data meetings to review early start data and to celebrate student success - Build teacher capacity in the teaching of oral language - Enhance student opportunities to engage in oral language activities - Develop teacher capacity in formative assessment of oral language to plan for teaching opportunities 	Increase in Early start data – literacy from Term 1 to Term 4	Ongoing	Principal Deputy Principal
Implement evidence-based teaching practices to support oral language development. <ul style="list-style-type: none"> ▪ Develop four domains of oral language – Listening and Responding, Vocabulary and Concepts, Recounts and Retells and Building Talk for Thinking. ▪ Explicitly teach oral language across eight learning areas. ▪ Increase students' talk time and reduce teacher talk time 	Increase in Prep students oral language skills from Term 1 to Term 4	Ongoing	Principal Deputy Principal HOC Learning Engagement Teacher Class Teachers

Enhance community and student engagement

Strategy – Embed Positive Behaviour for Learning (PBL)			
Actions	Targets	Timelines	Responsible Officer/s
Actively promote PBL and increase consistency of implementation across the whole school; <ul style="list-style-type: none"> ▪ Establish 2019 PBL team & document R & R (Term 1) ▪ TIC & SET to be completed ▪ Complete 2019 PBL Action Plan ▪ Analyse school behaviour data to determine focus areas for PBL lessons ▪ Provide Professional Development for staff related to PBL (ESCM/Classroom Profiling) Staff meetings & SFD, Professional Development Café. ▪ Establish alignment between PBL & SEL Teams. ▪ Provide access to relevant PBL PD for applicable PBL Team Members. 	90% of staff consistently enacting PBL	Ongoing	Deputy Principal PBL Team Leader PBL Coach
Review School opinion survey for common trends. <ul style="list-style-type: none"> ▪ Parents satisfied that: "Student behaviour is well managed at this school." ▪ Parents satisfied that: "My child feels safe at this school." ▪ Students satisfied that: "Student behaviour is well managed at this school." 	> 85% > 95% > 90%	Term 4	Principal Deputy Principal

<ul style="list-style-type: none"> Staff satisfied that: "Student behaviour is well managed at this school." 	> 80%		
Strategy – Improve whole school attendance			
Actions	Targets	Timelines	Responsible Officer/s
Identify and mitigate school factors that impact on student engagement and attendance through; <ul style="list-style-type: none"> Review and implement attendance policy and procedures. Promote attendance through school and community communication channels. <ul style="list-style-type: none"> Updates in each school newsletter Parent letters sent home (students achieving 95% and above attendance) Attendance incorporated into parent/Teacher Interview documents Attendance data in office & data room. Establish partnerships between school, parents and the local community to assist in reducing absenteeism. Ongoing engagement with CEC, PLO, Chaplain. 	Attendance in Newsletter Classroom attendance trackers Attendance at Parade	Term 1 Ongoing	Deputy Principal
Decrease the number of students attending school less than 85% <ul style="list-style-type: none"> Individual Parent contact to discuss support. Home visits with support staff. Implement Individualised Case Management for students with attendance of 85% or less. <ul style="list-style-type: none"> Individual Attendance Plans for students under 85% attendance - OneSchool Personalised contact from school to discuss targeted support. Termly Attendance Case Management Meetings with CEC & Chaplain.	< 15% of students attend school less than 85% 100% of identified students have documented support on OneSchool	Ongoing	Deputy Principal
Increase the number of students attending above 95% <ul style="list-style-type: none"> Recognise and reward excellent attendance. Personalised attendance letters to students who met or exceed our school target. Rewards for 5 weeks of 100% attendance. Certificates for 100% attendance per class 100% attendance badges presented at awards ceremony 	35% of students attend school more than 95% of the time	By Term 4	Deputy Principal
Increase whole school attendance Collect and analyse school data to identify attendance patterns.	92% whole school attendance	Term 1, 2, 3, 4	Deputy Principal
Analyse Indigenous attendance rates Engage with CEC to support families and students to increase attendance.	100% of identified students have an attendance plan	Term 1, 2, 3, 4	Deputy Principal CEC
Strategy - Promote Parent and Community Engagement.			
Actions	Targets	Timelines	Responsible Officer/s
Provide the school community with opportunities to engage in and provide input into school priorities and programs through: <ul style="list-style-type: none"> Consultation with the P&C Term parent forums Parent Education workshops Communicate school policies and procedures to parents 	>90% parents satisfied that: "This school keeps me well informed."	Term 3	Principal Deputy Principal

<ul style="list-style-type: none"> Communicate Explicit Improvement Agenda to community 			
<p>Enhance school-community communication strategies that will keep parents regularly updated about progress students are making and the explicit improvement agenda.</p> <ul style="list-style-type: none"> School newsletter QSchools app School website School Facebook Regular teacher contact from teachers about student learning (informal, phone calls, notes, parent evenings) Parent-teacher meetings (Term 1 and Term 3) Term cohort newsletters & curriculum map 	<p>>90% parents satisfied that: "This school provides useful information online." >90% of parents satisfied that: "This school is organised."</p>	Term 3	Principal Deputy Principal
<p>Enhance whole school transition programs.</p> <ul style="list-style-type: none"> Pre-prep transition program Whole school class transition Primary to secondary school transition SWD students to new class / high school 	100% of students engage in transition programs	Semester 2	Principal Deputy Principal Head of Inclusion

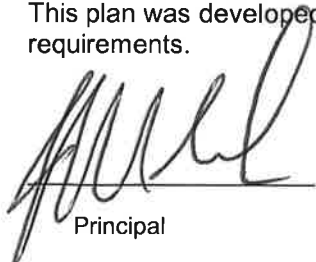
Implementation of the Australian Curriculum

Strategy – Deepen staff pedagogy, curriculum knowledge and capacity to deliver Australian Curriculum.

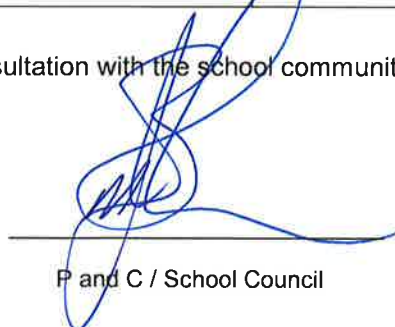
Actions	Targets	Timelines	Responsible Officer/s
<p>Review school curriculum framework at to ensure coverage at whole school level, year level and unit level.</p> <ul style="list-style-type: none"> Continue to build the capacity of staff engaging in a flexible approach to curriculum delivery Review coverage of 8 Learning Areas, 7 General Capabilities and 3 Cross-Curriculum Priorities 	100% of teachers participate in planning sessions	Ongoing	Principal Deputy Principal HOC's Head of Inclusion
<p>Implement processes for staff to engage in instructional coaching, data meetings, Watching Others Work (WOW), mentoring and Professional Learning Communities (PLCs) to enhance and strengthen professional collaboration.</p> <p>Implement Professional Engagement Conversations</p> <ul style="list-style-type: none"> Provide teachers with regular opportunities to collaborate with leadership team members Refine school wide practices, high yield strategies, VTVL <p>Embed Instructional coaching (in alignment with the Bowen State School playbook) to build teacher capacity</p>	<p>100% of teachers participate in PEC meetings</p> <p>Increase in percentage of staff engaging in professional collaboration opportunities.</p>	Ongoing	Leadership Team Teachers
Develop Bowen State School "Curriculum, Assessment and Reporting Framework" in alignment with version 8 of the Australian Curriculum	Document creation	Term 1	Leadership Team

Endorsement


This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C / School Council



Assistant Regional Director