

2017 Annual Implementation Plan

Bowen State School



School Improvement Agenda for 2017

1. **85% of students are an A – C standard in English and Mathematics.**

2. **Reading**

Develop the skills of teachers through the deep knowledge and understanding of the Australian Curriculum and professional development of staff in the teaching of the four lesson sequence.

3. Embed **Positive Behaviour for Learning** across all aspect of the school.

State and Regional Priorities

Every Student Succeeding State Schools Strategy 2016-2020

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2017

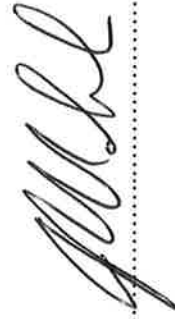
- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Documents attached include

- The Budget Overview Report

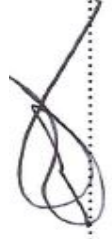
Certification

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

Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Review pedagogical framework and build staff knowledge of ACARA	<p>Embed Australian Curriculum</p> <ul style="list-style-type: none"> ▪ Reading ▪ English ▪ Maths <p>Provide support for staff to build a deep knowledge of the curriculum.</p> <p>Engage with Digital Technologies</p>	<p>Staff implementing ACARA Teachers Assessment Literate</p> <p>Students to be at or above a C standard</p> <p>Staff familiarisation and skill building</p>	<p>100%</p> <p>> 85%</p> <p>100% Familiarised</p>	<p>Continuous</p> <p>Term 2 & Term 4</p> <p>Semester 2</p>	<p>Principal Deputy Principal HOC Teachers</p>	<p>GTMJ Learning Intention and Success Criteria A-E reporting data on One school Student Profiles</p>
Use short term data cycles to track improvements and inform teaching practice in English and Maths	<p>Conduct year level and cohort data meetings to review 5 weekly data, case management and student achievement and develop a plan for individual, group or year level concerns.</p>	<p>Data conversations</p> <p>Student walls to indicate levels of achievement</p> <p>Teachers engage in data literacy professional development.</p>	<p>100% of teachers participate in data meetings</p> <p>100%</p>	<p>Week 4 & Week 8 of Term 1 Week 3 & Week 7 of Term 2, 3,4 Term 2</p>	<p>Principal, Deputy Principal, HOC, Learning Engagement Teachers Teachers</p> <p>Principal & Teachers</p>	<p>Oneschool Dashboard Case Management notes/targets Data Walls Unit Plans Evidence of learning</p>
Continue to develop case management plans to identify and monitor students that require support.	<p>Embed the process of providing case management, as needed, to support student attendance, English and maths.</p>	<p>Independent Curriculum Plan/s (ICP) verified and endorsed in Oneschool</p> <p>Individual learning programs and Behaviour Support Plans</p>	<p>Plans for individual students activated</p>	<p>As required between Term 1 and Term 4</p>	<p>Principal Deputy Principal HOC/HOSES/BST Teachers</p>	<p>Oneschool Dashboard Data Walls ICP's Behaviour Support Plans</p>

<p>Develop the skills of staff to focus on reading and the four lesson sequence.</p>	<p>Continue to implement whole school strategy for improving reading comprehension Continue to implement expectations for explicit teaching strategies to be used across the school Provide regular opportunities for teachers to observe best practice. Continued implementation of the 4 lesson sequence with Prep, Yr1, Yr2 & Yr3</p>	<p>Increase percentage of students achieving NMS fore reading Year 3 and 5 Increase percentage of students achieving U2B LOA Data – students achieving C or above</p>	<p>PM data</p>	<p>Semester 1 & 2</p>	<p>Principal HOC Teachers Reading Teacher</p>	<p>NAPLAN Data LOA Data PM Data</p>
<p>Continue to improve the quality of maths instruction across the school.</p>	<p>Master Teacher undertakes action research based on the mapping of ACARA maths outcomes. School wide focus of explicit teaching of problem solving strategies.</p>	<p>Use of teacher aide to target gaps identified in mapping of students. 5 weekly data cycle reviews and planning session. Professional Development provided at staff meetings. Master teacher to support teachers in class. Termly review of data and progress.</p>	<p>100% of students are map. >97% of students in Yr1 & Yr2 achieve a C or better in maths. 100% of staff attend PD sessions</p>	<p>Continuous</p>	<p>Principal Master Teacher Teacher Maths TA</p>	<p>Data wall Oneschool class dashboard Mapping sheets</p>

Improve the school's learning culture	<p>Embed Schoolwide Positive Behaviour for Learning</p> <ul style="list-style-type: none"> ▪ Evidence driven data to support teaching ▪ PBL Team ▪ Parent information sessions ▪ Develop Social/Emotional learning targeted teaching sessions (weekly) ▪ Breakfast club daily ▪ Daily check in service for identified students 	<p>Develop a whole school well-being policy and program</p> <p>Behaviour support plans for identified students</p> <p>Kids Matter Survey</p> <p>Phase 1 Kids Matter</p>	<p>Reduction in minor and major behaviour incidents</p> <p>Improved school attendance and student learning outcomes of identified students.</p>	Ongoing	<p>Principal</p> <p>Deputy Principal</p> <p>BST</p> <p>PBL Team</p> <p>Student Services</p> <p>Team</p>	<p>Oneschool behaviour reports</p> <p>Kids Matter survey</p> <p>EBS Data</p>
Provide high quality physical, human and ICT resources	<p>Align provision of resources with school priorities</p>	<p>Cost centre review</p>	<p>Within budget</p>	<p>Monthly</p> <p>June and December</p>	<p>Principal</p> <p>BSM</p> <p>Cost centre</p> <p>Managers</p>	<p>Budget</p>

Teaching Quality and Principal Leadership and Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Build staff commitment to school values, vision, improvement agenda and pedagogical framework	Align leadership team responsibilities, line management structure and senior teacher duties with school priorities.	Leadership Team action plans	100% of action plans aligned	Ongoing	Principal	Action Plans
Continue to develop the professional knowledge of teaching and non-teaching staff	Provide a structured school-based professional learning program that incorporates: <ul style="list-style-type: none"> ▪ Differentiation 	Teaching and non-teaching staff engaged in school professional development	100%	Ongoing	Principal Leadership Team Teachers	APD plans Dashboard School profile

	<ul style="list-style-type: none"> ▪ Data Literacy – short term data cycles, data analysis ▪ Reading (4 lesson sequence) ▪ Explicit instruction ▪ Behaviour management and PBL <p>Align the provision of external professional development with school priorities.</p>	Improved student learning outcomes			
Use peer observation, feedback, differentiated coaching and learning communities	Explicit feedback to be provided to staff on their practice	Staff are satisfied that they receive useful feedback about their work.	100% of staff involved in process	Principal Teachers	Feedback sheets
Builds staff capacity and capability	<p>Implement/Embed across the school:</p> <ul style="list-style-type: none"> ▪ Middle leadership team ▪ Induction programme for new staff ▪ Mentoring program for beginning teachers ▪ Annual Performance Development Plans for all staff ▪ Schoolwide monitoring and feedback (walkthroughs, learning walls, book looks) ▪ Graduate teacher program <p>Provide opportunities and support for school leadership teams to meet on a regular basis.</p> <ul style="list-style-type: none"> -review school policies - review and analyse school data <p>All staff to engage in PDP cycle</p>	<p>Staff engage in in capability development</p> <p>All teams meet on regular basis</p> <p>Teams review:</p> <ul style="list-style-type: none"> - Data - LOA data - NAPLAN data - Attendance data - Behaviour Data - Policies and processes <p>Professional Development Plans</p>	100% of staff	<p>Ongoing</p> <p>Principal Deputy Principal HOC MT Middle leaders Teachers</p> <p>All identified data sets reviewed each term</p> <p>Term 1 – set</p>	<p>APD plans</p> <p>Professional learning plans</p> <p>Meeting agenda and notes</p> <p>Individual Professional</p>

					Term 3 – Review Term 4 - Review		Development Plan Australia standards for teachers Performance review process PDP ARD Feedback PLC
Develop Principal Leadership and performance	Develop and refine leadership attributes of the Principal using APDP Engagement and focused leadership learning through participation in Regional Principal Learning Communities (PLC's), Regional Learning Fairs and Principal forums	Annual completion of Principal PDP Participation in regional leadership forums and PLC's			Ongoing	Principal ARD PLC	

School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Embed high quality teaching practices to improve student outcomes	Embed student data analysis practices, focussing on Sharratt and Fullen's 'Putting Faces on the data' and short term data cycles	Prep students achieving "working with" level or above on Semester reports in English & Maths	>85%	Semester 1 & 2	Principal HOC Teachers	Oneschool class dashboard data NAPLAN data
	Triangulate available data to monitor performance and inform practice	Students in Yr1 to Yr6 achieving a C or above on end of semester reports in English and Maths NAPLAN: Yr3 & Yr5 students achieving at or above the National Minimum standards in reading, writing and numeracy.	>85%	Semester 1 & 2		
		Reading, Writing, Maths <u>Year 3:</u>		Term 3		School Data Profile Data Wall

		<p>Students 'at' or above Regional Regression Analysis Indicators</p>	<p>NMS: >97% U2B: >35% <u>Year 5:</u> NMS: >95% U2B: >35%</p> <p>Prep PM8 >90% Yr 1 PM16 >90% Yr 2 PM20 >90%</p>	<p>Term 4</p>		
<p>Data Cycles</p>	<p>Analyse data for improvement Identify unit goals and targets for student achievement Use of evidence to support data</p>	<p>Short term data cycles Student learning as evidence</p>	<p>100% gain</p>	<p>Every 5 weeks</p>	<p>Principal HOC Teachers</p>	<p>Data Wall Student bookwork</p>
<p>School Culture that promotes every student can learn</p>	<p>Embed quality teaching and learning processes and practices</p>	<p>Assessment literate teachers and students Students satisfied that: <i>"I understand how I am assessed at my school."</i></p>	<p>100% teachers >95% students >98%</p>	<p>Ongoing</p>	<p>Principal Deputy Principal HOC Teachers</p>	<p>5 Questions Headline Indicators School Opinion Student #S2051</p>

Monitor and case management students with poor attendance	Use of whole school attendance data wall to track identified students. Close the gap between indigenous and non-indigenous students Decrease the % of students with less than 85% attendance	Develop a home visit procedure in consultation with Indigenous Support Staff member. Embed weekly, termly, and semester rewards for students with good attendance Embed daily check ins with case managed students Review attendance policy.	>90% < 15% of students	Ongoing	Principal Deputy Principal	Oneschool School performance Dashboard
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Regional Support and Local Decision Making						
School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Continue to promote parent and community engagement.	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 - Reading - Maths - Writing - Positive behaviour Write parent and community framework	Parents satisfied that: <i>"This school takes parents' opinions seriously."</i> Parents satisfied that: <i>"This school asks for my input."</i> Parents satisfied that: <i>"This school keeps me well informed."</i> Parents satisfied that: <i>"This school encourages me to participate in school activities."</i>	> 92% > 90% > 93% > 93%	Term 3	Principal Deputy Principal	Record of parent engagement in school events/programms Parent School Opinion Survey #S2029

	Communicate school policies and procedures to parents	Deputy Principal to regularly update Parents satisfied that: <i>"This school provides useful information online."</i>	>90%	Term	Principal Deputy Principal	Parent School Opinion Survey #S2004 #S2011 #S2024
Enhance school-community communication strategies	Continue to develop communication strategies through the use of : <ul style="list-style-type: none"> ▪ School newsletter ▪ QSchools app ▪ School website ▪ School Facebook ▪ Parent-teacher meetings (Term 1 and Term 3) ▪ Term cohort newsletters 	Writing Inquiry Cycle	NAPLAN	Twice a term	Principal Deputy Principal HOC Yr3 & Yr5 Teachers	LOA data
Continue to work with CAP's team and cluster on Inquiry Cycle.	Year 3 and Year 5 teachers to work collaboratively with Queens Beach State School and CAP's team to improve writing.	Students involved in transition programs	100% of students	Semester 2	Principal Deputy Principal HOSES	Transition Policy Staff reflection Survey results
Embed whole school transition programmes	Revise and continue to develop the transition programmes across the school: <ul style="list-style-type: none"> ▪ Pre-prep to Prep ▪ All students to new year group ▪ Year 6 to Year 7 ▪ SEP students 	Updated Responsible Behaviour Plan for students	Endorsed	Term 1 Term 3	Principal Deputy Principal PBL Team	Student School Opinion Survey #S2036 #S2037 #S2044
Embed Responsible Behaviour Plan for Students	Continue to work with Regional PBL Project Officer	Students Satisfied that: <i>"I like being at my school."</i> Students Satisfied that: <i>"I feel safe at my school."</i>	>95% >98% >90%			Staff School Opinion Survey #S2074

									Parent School Opinion Survey #S2012
				Students Satisfied that: "Student behaviour is well managed at my school."	>90%				
				Staff Satisfied that: "Student behaviour is well managed at this school."	>90%				
				Parents Satisfied that: "Student behaviour is well managed at this school."					