

2017 Annual Implementation Plan

Forrest Beach State School



Key Priorities for 2017

2017 SCHOOL GOAL:
80% of students achieve a “C” or higher in English, Maths and Science in every year level.

Targets to support our 2017 school goal:

- Assessment literate learners
- 80% of students in Prep to Year 2 exceeding regional reading benchmarks
- 94% attendance for all students

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.

.....PrincipalP and C/ School Council

..... Assistant Regional Director

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

Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> • English, Mathematics and Science Improvement • Case Management • Australian Curriculum Implementation 	<ul style="list-style-type: none"> • Implement reading frameworks for P-2 and Years 3-6. • Implement and embed the use of current learning walls for every year level, for English, Mathematics and Science. • Continue to provide training to implement early levelled reading instruction processes. • Implement and document intervention programs for identified students on OneSchool • Develop, implement and embed a case management approach to student improvement, underpinned by individual student data and presentable evidence. • Embed dedicated numeracy block which incorporates mental mathematics and problem solving with sequenced, explicit teaching strategies. • Use the Literacy Continuum (DET) and Australian Curriculum Numeracy Scope and Sequence to inform high yield practices in literacy and numeracy. • Implement rigorous intra and interschool moderation processes to ensure alignment of A-E achievement data with Australian Curriculum standards. • Implement the Australian Curriculum. 	Non-verified students are at or above National Minimum Standard (NMS) in NAPLAN Reading, Writing, Language Conventions and Numeracy.	100%	Semester 2	Principal and Teachers	<ul style="list-style-type: none"> • School PM data • LOA data • PAT results T4 • NAPLAN results T3 • School data profile • Literacy Continuum • Australian Curriculum Scope and Sequence • OneSchool Student Data • School Opinion Surveys
		Students are achieving Upper 2 Bands (U2B) in NAPLAN Reading, Writing, Language Conventions and Numeracy.	40%	Term 2		
		Students show improvement in PAT-R and PAT-M effect size by greater than 0.4 per year.	100%	Term 3		
		Parents and staff are satisfied that, <i>'students with disabilities are well supported at this school'</i> .	100%			
		Teachers apply the receptive mode (curriculum in) and productive mode (curriculum out) of the Australian Curriculum in daily lessons.	All teachers	Terms 1-4		
		Staff satisfied that 'I feel confident in my knowledge of the Australian and Queensland curriculums' (SOS S2112)	All	Terms 2-4		
		Case Management Meetings – twice per term	Embedded	Continuous		

‘Teaching Quality’ and ‘Principal Leadership and Performance’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> • Quality teaching of the Australian Curriculum • Culture of Aligned Professional Development for All Staff • Collegial engagement • Principal Leadership 	<ul style="list-style-type: none"> • Develop, implement a professional learning plan that is aligned to the school priorities and the needs of staff. • Provide coaching and professional learning to support quality teaching and learning practices and implementation of the Australian Curriculum. • Provide teachers with ongoing feedback through the performance development process, Australian Professional Standards for Teachers and School Collegial Engagement Framework. • Build teacher capacity in the use of OneSchool functionalities to plan, assess and differentiate for students. • Explore opportunities to adapt and contextualise Science learning experiences to local context. • Implement an instructional coaching cycle with teaching staff when working through collaborative inquiry cycles with units of work. • Embed and refine leadership attributes using the Australian Professional Standards for Principals. 	Teachers are, ‘confident in engaging all students in their learning at this school’.	All	Term 2	Principal and Teachers	<ul style="list-style-type: none"> • Collegial Engagement Framework • Classroom observation and feedback records • Staff Professional Learning Plan • Individual Performance Plans • Learning walls • LOA data • School data profile • Literacy Continuum • Australian Curriculum Scope and Sequence • OneSchool Student Data • School Opinion Surveys
		Teaching staff use OneSchool as the point of analysis for diagnostic, formative and summative assessment.		Continuous		
		Quality Teaching and Learning practices evident in all classrooms.		Continuous		
		Students and Teachers can articulate Five Key Questions.		Continuous		
		All staff engage in Annual Performance Plans.	All	Continuous	All Staff	
		Staff clearly understands their roles and responsibilities within the school.				
		Staff have opportunities to shadow and work with experienced and high performing peers.				
		Staff are satisfied that, ‘they have access to quality professional development’.	100%			
		Principal Performance and Development Plan goals.	Develop Review Consolidate	Term 1 Term 2 & 3 Term 4	Principal	
		Principal participation at Regional Leadership Forums, PLCs, Cluster Meetings and Learning Fairs.	Embedded	Terms 1-4		
		Staff Professional Learning Plan embedded	Embedded			
		Collegial Engagement Framework implemented	Implemented	Continuous		
		School budgets and spending clearly reflect key priorities identified in the School Strategic Plan and Annual Implementation Plans.	Aligned	Term 1		

School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> • Evidence Based Decision Making • Whole School Curriculum and Data Collection • Positive Behaviour for Learning (PBL), Kids Matter and Student Engagement • Attendance 	<ul style="list-style-type: none"> • Develop and update data literacy skills of teachers. • Review, implement and embed Whole School Curriculum and Data and Assessment Plans. • Develop and implement student learning goals for Reading, Writing and Mathematics in all year levels. • Refine, enhance and embed current processes for collecting, displaying and analysing student data. • Develop a plan for monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention • Review and update the Responsible Behaviour Plan for Students (RBP4S). • Develop, implement and embed processes for data to be entered on OneSchool. • Maintain overall attendance rate at 94% or higher. • Develop a strategy to improve the attendance of students attending <85%. 	Teachers are data literate.	All	Terms 2-4	Principal and Teachers	<ul style="list-style-type: none"> • Classroom observation and feedback records • Whole School Curriculum Plan • Data and Assessment Plan • LOA Data • OneSchool student data • Attendance data • Responsible Behaviour Plan • Behaviour matrixes • Kids Matter Framework
		Whole School Curriculum Plan and Data and Assessment Plan are enacted and embedded.	Embedded	Continuous	Principal and Teachers	
		Early Start literacy and numeracy assessments are being administered for all P-2 students.	All P-2 students	Terms 1 and 4	Principal and Teachers	
		Students can articulate their goal for reading, writing and maths.	All	Semester 2	All Staff	
		Students and parents are satisfied that, <i>'the school provides students with useful feedback about their work'</i> .	100%			
		RBP4S embedded	Embedded	Term 2		
		PBL and Kids Matter frameworks are embedded.				
		School expectations and behaviour matrixes are visible throughout the school.				
		OneSchool accessed by staff to record behaviour incidents and parent contact.	All			

'Regional Support' and 'Local Decision Making'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence	
		Description	Target	Date			
<ul style="list-style-type: none"> • School and Community Engagement • Develop and Embed and EATSIPs Framework to Improve Attendance • Increase School Enrolment • Pre-Prep Experience Days • Playgroup • Increase Parent Participation in Student Learning 	<ul style="list-style-type: none"> • Communicate with parents and families to provide information in regards to where students are in their learning. • Create opportunities to engage parents in P&C Committee and school events. • Communicate with parents to form an EATSIPs parent group. • Continue transition programs. • Build relationships with early childhood providers by visiting centres, doing letter box drops and providing promotional information. • Implement a formal program for pre-prep experience days. • Implement a formal Playgroup program at Forrest Beach State School. • Conduct parent education workshops. • Maintain a diverse range of extra-curricular and sporting activities, through a network of community volunteers. 	Attendance rates	≥ 94%	Continuous	Principal and Teachers	<ul style="list-style-type: none"> • Parent and Community Engagement Framework • P&C Minutes • OneSchool Parent Contact Data • EATSIPs Framework • Prep enrolments – 2018 • Playgroup participation • Parent participation • School website • P&C Facebook Page 	
		Teachers regularly updating parents on students' progress.	Continuous				Semester 2
		Parents are satisfied that, <i>'this school asks for my input.'</i>	100%				
		Students are satisfied that <i>'I would recommend my school to others'</i>					
		EATSIPs Framework is embedded.	Embedded	Semester 2			
		Indigenous attendance.	≥ 94%				
		Early Years Transition Program embedded. Positive feedback from families.	Embedded	Semester 2	Principal		
		Established relationships with early childhood providers.		Term 4			
		All pre-prep aged children in Forrest Beach State School catchment attending experience days.	All	Term 4			
		Increased family involvement in Playgroup.	80% of families	Semester 2	Principal and volunteers		
Parents participate in education workshops.		STLaN					