

2017 Annual Implementation Plan

Clare State School

School Improvement Agenda for 2017

- Implement Positive Behaviour for Learning across the entire school.
- 90% of all students achieving a C or better on their English Level of Achievement Data by the end of 2017.
- 90% of all students achieving a C or better on their Mathematics Level of Achievement Data by the end of 2017.

Documents attached include

- The Budget Overview Report

Certification

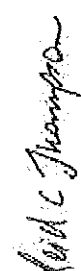
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal



P and C School Council



Assistant Regional Director

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		
Assessment Literate Learners	Continue to develop Learning Walls and goals charts and refer to these during every English lesson and once a week in Mathematics lessons. Develop a framework that is consistent across the entire school to unpack English and Mathematics Assessment Tasks.	Students can articulate their learning goals	All students	Term 1	Teachers, STLan	Observation Data
		Students can articulate what they need to be able to do to be successful in the assessment task	All students	Term 1 (English) Term 2 (Maths)	Teachers, STLan	Observation Data
		Students achieve a C or better in English and Mathematics	70%	End of Term 1	Teachers, STLan	LOA Data
		Students achieve a C or better in English and Mathematics	80%	End of Term 2	Teachers, STLan	LOA Data
		Students achieve a C or better in English and Mathematics	85%	End of Term 3	Teachers, STLan	LOA Data
		Case Management Meetings are conducted after school on days when Support Teacher is at Clare State School	All case managed students to be monitored	Ongoing	SEP/Teacher	Support Provisions on OneSchool
Case Management	Conduct Case Management Meetings to support students requiring support. * Learning Support Teacher, Principal and Student with Disabilities Teacher to participate in the process. * 5 weeks goals are set for each * Review meetings to occur each 5 week's Embed pre-task at the beginning of C2C units of work to ensure best practice and focussed teaching can be achieved. Embed the use of Know and Able to do Charts and the 5 Questions for teachers and students. Further develop 'Learning Journey' walls for English units in each classroom to further student connection and understanding.	Students are satisfied that <i>'teachers provide me with useful feedback about my school work'</i>	100%	Term 4	Principal Teachers Students	SOS Students - S2040 SOS Students - S2059
		Students are satisfied that <i>'teachers encourage me to do my best'</i>	100%	Term 4		
		Teachers are implementing Pre-testing strategies for all C2C English Units.	Implemented Embedded	Term 1 Term 4		
		Know and Able to do charts and Guides to Making Judgement are displayed and referred to in every classroom	Embedded	Term 1		
		Students can articulate what they are currently learning and what is required of them to achieve good results.	100% of students	Ongoing		
Provide explicit feedback to students on their progress and areas for development.						Class Displays Classroom observations

		Teaching staff can articulate what is required of the students to be successful	100% of teachers	Ongoing	
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Teaching Quality						
School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Analysis and Discussion of Data	Continue to Triangulate NAPLAN, LOA and School-Based Diagnostic Data.	Data Triangulation Tables are completed and updated	All classes	100%	Principal and Teachers	Data Walls
Data collection and Analysis	Further develop teacher capacity in monitoring and analysing A – E data against standardised test instruments and NAPLAN results. Utilise class dashboard on One School. Document and discuss data trends across the school cohort.	Teachers utilising class dash board on One School	Embedded	Term 4	Teachers	One School Dash board
		Documented data meetings discussing academic and behaviour data	Embedded	Term 2	Principal Teachers	Minutes
		Purposeful data walls embedded and regularly updated across the school	Embedded	Term 1	Principal Teachers	Visual data walls
Develop teacher knowledge and understanding of the Australian curriculum achievement standards through intra/inter school moderation.	Allocate TRS to provide opportunities for teachers to engage in internal moderation and cluster moderation.	Staff to attend PD and moderation sessions	100% Teaching Team	Once per term	Principal	Inquiry cycle NQ Feedback
Effective Pedagogical Practices	Send teachers to professional development for STEM.	Staff to attend PD on STEM planning and implementation	100%	Term 2 and 3	Principal	Staff Opinion Survey Unit Planning Documents
	Support teachers to implement STEM Frameworks when planning units.	Release staff to discuss implementation and progress with Principal and other staff.	100%	Term 4	Principal and Teachers	Staff Opinion Survey Unit Planning Documents
	Implement Pedagogical Framework through Co-Plan/Co-Teach/Co-Review model.	Teaching staff are familiar with the Pedagogical Framework	All teaching staff	Term 1	Principal and Teachers	Pedagogical Framework Staff Opinion Survey
		Pedagogical Framework is implemented in all KLAs and is evident in Daily Plans	All teaching staff	Term 2	Principal and Teachers	Daily Plans

Improving Practice	Enhance staff capacity through focussed classroom observations, walk-throughs and regular feedback.	Annual Performance Reviews are conducted	All teaching staff	Term 1, 2 and 4	Principal	Individual Performance Plans
	Provide staff with ongoing feedback through the teacher review process using the Professional Standards for teachers.	Develop and Implement a Feedback Tool that is based on the Professional Standards for Teachers	Developed	Term 1	Principal	Feedback Template
			Implemented	Term 2		Staff Survey
	Encourage staff to shadow other colleagues at neighbouring or high performing schools to strengthen their professional practices.	Staff to go to like and high performing schools and view other teachers' pedagogical and classroom practices and report them back to Clare State School Staff	All Teaching Staff	Term 1 – 4 – Rotate staff member	Principal	Staff Meeting Minutes Staff Survey
		Investigate the possibility for setting up Peer Review Sessions with staff from other schools	Teachers	Term 3		

Principal Leadership and Performance						
School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Develop knowledge and understanding of the Australian curriculum achievement standards through intra/inter school moderation.	Meet with members of PLC and discuss aspects of the Australian Curriculum in English and Mathematics	Participate in PLC Meetings	100%	Ongoing	Principal	APR PLC Meetings Minutes
		Regular contact with other members of PLC regarding unpacking Australian Curriculum English and Mathematics Units	Contact prior to the start of each Unit	Ongoing	Principal	APR PLC Meetings Minutes
Principal Leadership	Develop, review and consolidate performance plan using <i>Australian Professional Standards for Principals</i> .	Annual Performance Development Plan (APDP) identifies Principal strengths and areas of development	Develop Review Consolidate	Term 1 Term 2 & 3 Term 4	Principal	PPDP ARD Feedback
Implement STEM framework through Science and Mathematics Units.	Research Frameworks and Ideas for the implementation of STEM when planning units of work.	Suite of STEM Frameworks to be voted on by teaching staff	completed	Term 2	Principal	Annual Performance Review

School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Combined focus on the development of student capability and improvement in numeracy outcomes.	Implement Whole School Numeracy block: - Explicit teaching of problem solving strategies. - Implement Mathletics Complete NAPLAN testing.	NAPLAN performance in Upper 2 Bands Numeracy in year 3 and 5.	60%	October	Principal Class Teachers	Literacy and Numeracy budget
		Student Improvement in Mathletics level.	100%	November		Mathletics Levels
		Teaching staff implement explicit teaching of problem solving strategies.	100% staff	End term 2		Data Analysis
		Positive Behaviour for Learning (PBL) and Student Engagement	Review and update the Responsible Behaviour Plan for Students (RBP4S) to address current student behaviours and to raise the expectations of behaviour and learning. Develop, implement and embed processes for data to be entered on OneSchool.	RBP4S embedded	Embedded	Terms 1-4
PBL Frameworks are embedded						
School expectations and behaviour matrixes are visible throughout the school	100%			Term 3		
Students are satisfied that, 'teachers at my school treat students fairly'						
Staff and students are satisfied that, ' student behaviour is well managed at this school'	All			Term 3		
OneSchool accessed by staff to record behaviour incidents and parent						
Teach Reading	Develop, implement and embed processes for consistently making expectations and processes explicit to the school community.	Staff engaged in weekly behaviour lessons to reflect areas of focus		Term 1		
		Students achieve at or above age appropriate levels in reading	85%	Sem 1 2017	Teaching Team	PM Regressional Analysis
Develop assessment literacy	MSV/4 lesson sequence Literacy demands through the curriculum Learning Walls Knows/Dos Modelled responses Anchor Charts Goals	That all students can answer the question "What do you have to know and be able to do to be successful in the assessment task"	100%	On-going	Teaching Team	LoA/School Profile

Regional Support and Local Decision Making

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Create Partnerships	Develop and implement the PBL Framework	Staff implementing the PBL Framework	Develop and implement	Term 1	Principal and Staff	PBL Framework, RBP4s
			Embed	Term 2 and 3		
		All staff and students indicate 'student behaviour is well managed at my school'.	100%	Term 3		
	Revise and Implement the Parent and Community Engagement Framework (PCEF) to foster strong parent and community engagement in the school and the education of all students.	Staff and Community Members enacting the PCEF.	Revise	Term 2	Principal, staff and P&C	SOS Staff – S2012 Student – S2044 PCEF
			Implement	Term 3		
	Engage with Burdekin Early Years Team, Local High Schools, Early Learning Centres and Burdekin Area Family, Child and Adolescent Network (BAFCAN) to support successful transitions for students who move between education facilities.	All staff, parents and caregivers feel, 'This school has a strong sense of community'.	Embed	Ongoing	Principal, staff and P&C	SOS Staff S2105 SOS Parents S2032