



Queens Beach State School Annual Implementation Plan 2018



State and Regional Priorities

State Schools Strategy 2017-2021

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

NQR Priorities 2018

- Build Principal and other Leaders' capability to facilitate the school improvement model 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 teachers to be proficient in teaching and assessing the curriculum
- Develop strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement

School Improvement Priorities 2018

School Performance

Collaborative planning			
Actions	Targets	Timelines	Responsible Officer/s
Plan with Bowen Cluster each term for consistency in curriculum delivery: <ul style="list-style-type: none"> • Grow partnerships with other schools • Build teacher capability through collaboration • Moderate(internal and external) and share best practice across schools 	Staff Satisfaction SOS 80% of students receive a C or higher in English, Math and Science	Each term	Leadership Team and Teachers
Data analysis and monitoring improvement			
Actions	Targets	Timelines	Responsible Officer/s
Conduct year level data meetings to review student achievement and plan for student improvement: <ul style="list-style-type: none"> • Embed spirals of inquiry-using data sets to collaborate, plan, act and reflect on curriculum input/output • Systemise school data plan to monitor improvement-individual student, class, cohort and school 	80% LOA C or above in English, Math, Science	Twice a term	Leadership Team and Teachers
Supervise and monitor curriculum achievement standards across the school through moderation and triangulation practices: <ul style="list-style-type: none"> • Provide opportunities for moderation (internal/external) of student work, examine curriculum teaching and plan for quality, explicit teaching 	Moderation across all units of work. 100% teacher engage	Term 1-4	Leadership Team and Teachers

Teaching Quality

Systematic Curriculum Delivery			
Actions	Targets	Timelines	Responsible Officer/s
Continue to review and align Whole School Curriculum, Assessment and Reporting with ACARA and the remaining QCARF learning areas: <ul style="list-style-type: none"> Staff implement the Australian Curriculum by adapting and adopting C2C units ensuring appropriate time allocations for all key learning areas 	100% teachers implementing Australian Curriculum	Term 1-4	Leadership Team and Teachers
Effective Pedagogical Practices			
Actions	Targets	Timelines	Responsible Officer/s
Build teacher capability through implementation of QBSS Pedagogical Framework; <ul style="list-style-type: none"> Develop teacher curriculum clarity (unpacking) An understanding of explicit teaching (learning sequence) Assessment for and of learning Targeted data driven instruction Bookwork and evidence of learning drives pedagogy Grow feedback techniques (3 circles of understanding) Age Appropriate Pedagogies 	80% student LOA C or above in English, Math and Science	Term 1-4	Leadership Team and Teachers
Collaborative observation and feedback culture: <ul style="list-style-type: none"> Embed co-plan, co-teach, co-reflect cycles Grow instructional coaching model in all classrooms Regular Instructional feedback to teachers Track summative tasks through data wall and build scaffolding techniques for inclusion (learning support students / extension) 	80% student LOA C or above in English and Math	Term 1-4	Leadership Team and Teachers
Build teacher capacity in literacy where: <ul style="list-style-type: none"> Teacher planning always keeps the learning intention in focus Curriculum input/output lessons are linked to the success criteria Regular feedback is based on the learning intention and success criteria Students are provided with opportunities to self-assess in line with the success criteria and learning intention Learning journeys assist students to make learning connections and are referred to in each lesson 	80% student LOA C or above in English	Term 1-4	Leadership Team and Teachers
Build teacher capacity in guided reading to ensure a: <ul style="list-style-type: none"> Clear teaching focus linked to units Rigorous delivery of instruction following QBSS's Guided Reading Steps Transfer of knowledge across a range of texts which can be applied to writing (curriculum input/output) 	100% Staff	Terms 1-4	Leadership Team and Teachers
Develop whole of school plan for Mathematics that: <ul style="list-style-type: none"> Ensures consistency in curriculum content, pedagogy, assessment and reporting Is suited to the school context Allows adjustments for inclusivity of all students 	80% student LOA C or above in Math	Terms 1-4	Leadership Team and Teachers

Expert Teaching Teams

Actions	Targets	Timelines	Responsible Officer/s
<p>All staff participate in the developing performance plan:</p> <ul style="list-style-type: none"> Use staff goals to target professional development opportunities Embed the developing performance plan process in the school and have staff see the process to be directly to their capacity building 	100% staff	Term 1-4	Leadership Team and Teachers
<p>All staff participate in planning and data conversation in cohort teams:</p> <ul style="list-style-type: none"> Teachers are given planning time each term to unpack units. Data conversations around student performance and 'where to from here' Internal moderation of assessment for consistency 	100% Staff	Terms 1-4	Leadership Team and Teachers

Successful Learners

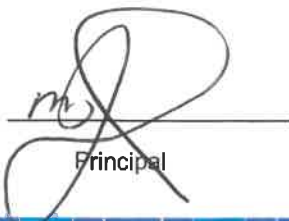
Know our learners			
Actions	Targets	Timelines	Responsible Officer/s
Continue to promote the importance of attendance: <ul style="list-style-type: none"> Through a variety of positive reinforcement (winning class % trophy, celebrate in newsletter/social media, whole school awards for days) 	95% each week	Term 1-4	Leadership Team and Teachers
Review students with poor attendance and look for ways to support families in attending school more regularly: <ul style="list-style-type: none"> Student support referral Liaise with families to support attendance Enlist outside agencies to assist families if required 	Less than 5% under 80% attendance	Term 1-4	Leadership Team and Teachers
Introduce the Literacy Continuum to monitor progress in Literacy by; <ul style="list-style-type: none"> Providing Professional Development sessions Mentoring and coaching classroom teachers around tracking skills linked to current units Encouraging the use of online resources 	100% teaching staff	Term 2-4	Leadership Team and Teachers
Differentiate curriculum and assessment to cater for the diverse social, cultural and academic needs for all our students: <ul style="list-style-type: none"> Embed policy for identification of students through Student Support Team. Alignment of ICPs, ISPs, PLPs, teaching, assessment and reporting Bandscales Gifted and Talented 	100% teaching staff	Term 1-4	Leadership Team, GO and Teachers
Meet our learners' needs			
Actions	Targets	Timelines	Responsible Officer/s
Review the behaviour strategies in the school for a consistent approach towards behaviour management: <ul style="list-style-type: none"> Strengthen staff essential skills in classroom management Establish classroom 'Profiling' schedule (ESCMs) Analysis of school data to determine priority areas and alignment strategies Develop emotional connection between student, class, teacher and parents 	100% staff enact QB positive behaviour	Term 1-4	Leadership Team, GO and Staff

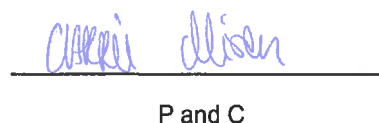
Regional Support and Local Decision Making

Network with Region Support			
Actions	Targets	Timelines	Responsible Officer/s
Engage in Regional support to assist with teacher capability: <ul style="list-style-type: none"> Co-plan, co-teach and co-assess model through coaching School Improvement Support (SIS) Inclusive team 	100% staff engage in coaching	Ongoing	Leadership Team and Teachers
School Infrastructure			
Actions	Targets	Timelines	Responsible Officer/s
Continue to drive school infrastructure that supports every student: <ul style="list-style-type: none"> Access grants to promote school infrastructure Responsive action to identified needs Maintain WHS and grounds 	SOS parent satisfaction	Term 1-4	Leadership Team and Teachers
Parent and Community Engagement			
Actions	Targets	Timelines	Responsible Officer/s
Strengthen communication and information dissemination mechanisms: <ul style="list-style-type: none"> Grow school/community connections through whole school events. Build a parent and community voice- seek parent voice and respond through a range of feedback mechanisms Grow an informed engaged parent community – online communication (Facebook, QSchools etc) 	SOS parent satisfaction improvement	Term 1-4	Leadership Team and Teachers
Engage and inform parent community in curriculum standards and student learning: <ul style="list-style-type: none"> Communicate learning expectations to parents via planned school communication protocols (class newsletters, school communication mechanisms), whole school interview protocols and end of unit celebrations of learning 	SOS parent satisfaction	Term 1-4	Leadership Team and Teachers

Endorsement

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


Principal


P and C


Assistant Regional Director