



North Coast Region

Bullyard State School

Annual Implementation Plan 2018



School Improvement Priorities 2018

Improvement Priority #1 - ***Reading***

Strategy – Principal leadership and Performance			
Actions	Targets	Timelines	Responsible
Identify and recruit champion in “reading”.	Principal led modelled whole school reading session weekly.	Ongoing	Principal
Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning; Resource purchase.	Funding utilised for curriculum based outcomes.	Term 1 and ongoing	Principal
Analyse and share collated school data-sets (reading data, NAPLAN, Diagnostic assessment)	Staff data conversations each term.	Term 1 onwards	Principal
Explore cohort data through data conversations with teaching team.	Teacher meetings regularly each term.	Semester 1 & 2	Principal
Audit current reading pedagogy and framework.	Whole School Balanced Reading program updated and finalised	Term 1	Principal
Promote awareness of the reading improvement agenda to the broader school community.	Parent Data	Term 1 & ongoing	Principal

Strategy – Regional Support			
Actions	Targets	Timelines	Responsible
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice reading pedagogy (Sally Rankine)	Attend regular cluster reading based meetings	Ongoing	Principal



Strategy – Teaching Quality

Actions	Targets	Timelines	Responsible
Access HOD – RS to create and provide opportunities for professional learning within the Australian Curriculum around reading	All Staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English DPP – all staff have identified an aspect of reading to develop All staff understand assessment tools and their purpose	Semester 1 & 2	Principal
Implement focused conversations with staff on implementing a Balanced Reading Program (includes Gradual Release Model)		Term 1 + Ongoing	All staff
Through communication with staff embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron)		Semester 1 + Ongoing	All staff
Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement		Term 1 + Ongoing	All staff
Provide opportunities for teachers to engage with Instructional (Learning) Rounds to sharpen consistency of practice		Semester 1 & 2	All staff
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices		All staff - classroom observation opportunities.	Ongoing
Align Developing Performance Plan for staff to the reading strategy	100% staff achieving reading goal as identified in DPP by end of year	DPP meetings scheduled each term	All staff
Timetable regular meetings with teaching staff to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weaknesses that are occurring within each cohort to differentiate teaching and inform the teaching and learning program aligned to the curriculum. Assessment tools include (diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative C2C reading assessment to map performance against the standard)	Term meetings for every teacher around tracking reading progress and the alignment to curriculum planning 80% Students achieving A-C in English Achieving similar to like schools for National Mean in Reading	Ongoing	All staff
Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English e.g. consistency of A-E Data	Twice a year internal moderation Twice a year cluster moderation	Term 2 & 4	Principal
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices	DPP meetings each term.	Ongoing	As above



Strategy – Successful Learners

Actions	Targets	Timelines	Responsible
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading		Ongoing	Principal
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term – Pre and Post.	Principal and Teachers
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Ongoing	Principal
Expand opportunities for students to reach their potential – students achieving U2B in NAPLAN	Student achievement Year 3 and Year 5 25% U2B in NAPLAN	Semester 1 & 2	Principal and Staff
Expand opportunities for all students to reach their potential	Student achievement 80% or better in A - C	Semester 1 & 2	Principal and Staff
Foster and promote an enjoyment of reading environment across the whole school	Implement Reading Stamina across the whole school.	Term 1	Principal and Staff
Monitor and celebrate Home Reading completion across the whole school	Weekly celebration at school parade.	weekly	Principal and Staff

Strategy – School Performance

Actions	Targets	Timelines	Responsible
Collect and triangulate Reading data (identified within School Assessment Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff	Regular discussions at teacher meetings	Ongoing	Teachers
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		each term	Teachers



Strategy – Local Decision Making

Actions	Targets	Timelines	Responsible
Communicate reading improvement of students to parents through individualised reading goals displayed in each classroom	Individualised Learning plan and goals.	Term 1 and ongoing	Principal and All staff
Celebrate reading progress within the wider community through Newsletters, Facebook, school signage, celebration letters and parade	100% of parents aware of reading as the EIA	Ongoing	Principal and All staff
Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement	Reading level trackers	Term 4	Principal and All staff
Collaborate with local school clusters to share practice and promote learning	100% attendance at cluster PD opportunities.	2 per term	Principal

Improvement Priority #2 - **Numeracy**

Strategy – Principal leadership and Performance

Actions	Targets	Timelines	Responsible
Identify and recruit school based mathematics cohort leaders		Commence January 2018	Principal
Use I4S and School based Grants funding to support mathematics	I4S funding expended by end of year	2018 I4S funding	Principal



Strategy – Regional Support

Actions	Targets	Timelines	Responsible
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice mathematics pedagogy (Gympie Mathematics Alliance and Rob PW)		Semester 1 and 2, 2018	Principal

Strategy – Teaching Quality

Actions	Targets	Timelines	Responsible
Build teacher capacity to recognise and remediate key misconceptions through NCR Diagnostics (Ed Studios) and Gympie Mathematics Alliance.	<p>All teachers using the diagnostic tool as pre and post-test.</p> <p>Survey data indicates 100% satisfaction staff knowledge has increased.</p> <p>100% staff achieving numeracy goal as identified in DPP by end of year</p>	Cluster Networks – 6 meetings per semester	Principal
Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent		Staff meetings	Teaching Staff
Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context		Planning Meetings	Teaching Staff
Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum		Planning Meetings	Teaching Staff
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices		Ongoing	Teaching Staff
Provide opportunities for staff to engage in moderation within and across schools using the NCR diagnostic tool and/or Gympie Mathematics Alliance tools		1 per term	All cluster small schools
Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding, problems solving		Numeracy cluster meetings and Planning Meetings	Principal
Align Developing Performance Plan for staff to the numeracy strategy		DPP Meeting – Semester 1 and 2	Principal

Strategy – Successful Learners

Actions	Targets	Timelines	Responsible
Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks		Planning Meetings	Principal
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term	As above
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Weekly attendance review	As above
Expand opportunities for students to reach their potential – students achieving U2B in NAPLAN	Student achievement Year 3 and Year 5 25% U2B in NAPLAN	Semester 1 Semester 2	All staff
Expand opportunities for all students to reach their potential	Student achievement 80% or better in A - C	Semester 1 Semester 2	All staff

Strategy – School Performance

Actions	Targets	Timelines	Responsible
Triangulate Mathematics data (identified within School Assessment Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff	80% of students achieving A–C in Mathematics	Semester 1 Semester 2	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Planning Meeting each term	Principal
Triangulate available mathematics data to monitor performance and inform practice	A–E data is aligned to other school data sets	Semester 1 Semester 2	Principal
Develop and lead an explicit improvement agenda focussed on mathematics	Implemented in 2017	Ongoing	Principal
Share successful practice across classrooms	All staff	Each term	Principal / staff



Strategy – Local Decision Making

Actions	Targets	Timelines	Responsible
Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, celebratory letters and invitations, parades, Facebook	100% of parents aware of Numeracy as the school EIA	ongoing	Principal All Staff
Collaborate with local school clusters to share practice and promote learning	100% attendance at cluster PD opportunities	2 per term	Principal
Provide opportunity for parents to engage with mathematics pedagogy	25% of parents attend professional learning	1 per semester	Principal
Develop and lead an explicit improvement agenda focussed on mathematics	Implemented in 2017	Ongoing	Principal
Share successful practice across classrooms	All staff	Each term	All staff

Endorsement

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

Principal

P & C President

Assistant Regional Director