

# 2018 Annual Implementation Plan Heatley State School

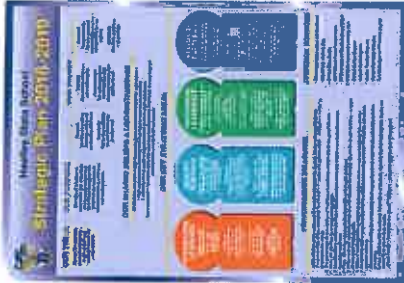
## Heatley SS EXPLICIT IMPROVEMENT AGENDA (EIA) 2018

- # 1. **Improve Literacy and English LoA (Prep/Year 1)**
- # 2. **Enhance Student Wellbeing**

Heatley SS, Bohlevale SS, Mundingburra SS and Oonoomba SS have established a whole school PLC for 2018. Heatley & Bohlevale SS also have a Collective School Improvement Agreement 2017-2019 where we have committed to the shared development, implementation and evaluation of excellent educational and organisational practice and shared purposeful professional learning.



We will be guided by the School Improvement Model (SIM).



## Department of Education, State Schooling Priorities:

1. Lifting outcomes for our top students
2. Closing the Gap on Year 3 reading
3. The third quarter counts (Year 9 writing)
4. Lifting outcomes for students with disability

## NQR Priorities 2017- 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 Schools 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.

## Certification

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

Principal:  Date: 22 Feb 2018

P&C Executive:  Date: 23/2/18

Assistant Regional Director:  Date: 26/2/18

Aligned with State and Regional Priorities

Every Student Succeeding State Schools Strategy 2018-2022

# # 1 Increase Literacy levels & English LoA (Prep-Year 1) – increase levels of and a stronger correlation between English & literacy assessments in Prep- Year 1.

HSS School Strategic Plan 2017-2019		2018 Actions		Performance Measures			Responsible Officer	Resource/ Evidence
Key Strategies for 2018		Description	Target	Date				
<ul style="list-style-type: none"> <li>Embed our systematic processes and practices to identify, support and extend ALL students to achieve their best</li> <li>Refine data analysis and monitoring to inform student learning goals and progress</li> <li>Implement our curriculum plan that reflects systemic and local priorities with a focus on improving students' literacy and numeracy achievement</li> <li>Implement our Pedagogical Framework and build teaching capacity to use high yield instructional strategies in good first teaching, case management and early intervention</li> <li>Embed our collaborative approach to curriculum planning, assessment, reporting and monitoring of student learning</li> <li>Expand and embed the coaching, observation and feedback cycle to improve teaching knowledge, practices and engagement</li> <li>Use the Australian Professional Standards for Teachers/Principals to guide professional knowledge, practice and engagement</li> <li>Implement our collective school improvement agreement within and across collegial learning communities</li> </ul>	<ul style="list-style-type: none"> <li>Allocate meeting time, access to targeted training and professional learning, seek advice and expertise, provide material resources and enhance facilities for improving learning and teaching of Literacy and English (Prep and Year 1)</li> <li>Embed HSS Oral Language Approach within all Prep- Year 1 classrooms</li> <li>Refine HSS Strategic, Targeted, Additional Reading Support (STARS) approach</li> <li>Extend additional in-class support and intervention to Year 1-3</li> <li>Strengthen HSS processes to identify and support students requiring ICPs</li> <li>Provide professional learning to increase all teacher's data literacy and assessment clarity knowledge to effectively design, collect and use evidence for targeted teaching</li> <li>Embed systematic processes for teacher/line manager collaboration: co-plan, co-teach and co-review effectiveness of lessons</li> <li>Share and showcase EIA progress within school and across professional learning communities established with Bohilevale SS, Mundingburra SS, Ooroomba SS and other schools.</li> </ul>	<p>% of all students who achieve A-C level of achievement in English</p> <p>% of all Prep &amp; Year 1 students reaching benchmarks on Literacy Continuum P-2</p> <p>% of all Prep &amp; Year 1 students @ NQ Regional Bench Mark for PM Reading</p> <p>Achievement of reading goals for students with Individual Curriculum Plans (ICPs) at pre-Foundation and Foundation levels</p> <p>Alignment of diagnostic, formative and summative literacy and English assessment levels</p> <p>% of attendance for Indigenous and non-Indigenous students (for all year levels)</p> <p>Levels of satisfaction in relevant dimensions of Student, Parent &amp; Staff School Opinion Survey</p> <p>Colour of Heatley SS Headline Indicators</p> <p>Level of professional cohesion between and across Prep and Year 1 teaching teams for consistency of targeted teaching, tracking progress and adapting approaches for impacts on learning</p>	<p>Eng. ≥75%</p> <p>75% Prep @ Cluster 4 and Year 1 @ Cluster 6</p> <p>60% @ 8 by end of Prep and 16 by end of Year 1</p> <p>100%</p> <p>Low discrepancy between all types of assessment results</p> <p>≥ 92%</p> <p>similar to or above state means</p> <p>Less red &amp; orange and more green</p> <p>High cohesion</p>	<p>End of 2018</p> <p>End of 2018</p> <p>End of 2018</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>End of 2018</p> <p>Ongoing</p>	<p>Line Managers</p> <p>Prep &amp; Year 1 Line Managers</p> <p>Principal &amp; Prep &amp; Year 1 Line Mangers</p> <p>Principal</p> <p>All Prep &amp; Year 1 Ts; Line Managers &amp; Principal</p>	<p><a href="#">P-12 Curriculum, Assessment &amp; Reporting Framework</a></p> <p>Classroom observation and feedback records</p> <p>School Data Profile</p> <p>Staff Annual Performance Plans</p> <p>CPD records on OneSchool and QCoT</p> <p>School Curriculum &amp; Data Plans</p> <p>Master Teacher Reports</p> <p>Various meetings' minutes</p> <p>Feedback from NQR Support Staff &amp; ARD</p> <p>School Budget and Financial Report</p>		

## # 2 Enhance Student Wellbeing - Establish HSS as a Positive Behaviour for Learning (PB4L) school and strengthen school-community engagements and partnerships.

HSS School Strategic Plan 2017-2019		Performance Measures			Responsible Officer	Resource/Evidence
Key Strategies for 2018	2018 Actions	Description	Target	Date		
<ul style="list-style-type: none"> <li>• Embed a consistent approach to positive behaviour support for the holistic development of every student</li> <li>• Sustain our attendance strategy for improved student engagement</li> <li>• Strengthen and expand our connections with those local businesses, clubs and organisations that support student learning and well-being</li> <li>• Enact the Parent &amp; Community Engagement Framework and continue to promote our school as a community hub</li> <li>• Strengthen and support our in school volunteer program, the Heatley SS P&amp;C Association and Yubu Yunga Indigenous parent reference group</li> <li>• Provide and refine our Transition Programs for students by supporting positive engagement of key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allocate meeting time, access to targeted training and professional learning, seek advice and expertise, provide material resources and enhance facilities to establish a whole school approach to PB4L</li> <li><input type="checkbox"/> Develop/implement a Communication Charter for all staff</li> <li><input type="checkbox"/> Continue refining communication &amp; consultation with students, their families community groups, clubs, organisations and other schools to enhance student learning, attendance and wellbeing.</li> <li><input type="checkbox"/> Supplement the 2018 school staffing allocation for Primary and Special Education Program teachers and teacher aides by additional allocations of Full Time Equivalent (FTE) teachers and funding for temporary and casual teacher aide hours to provide the human resources necessary to successfully operate our 2018 EIA so every student can succeed, especially those identified students who require support in school time with personal care needs, complex &amp; challenging behaviours and highly individualised learning needs.</li> </ul>	<p>Number of student disciplinary absences</p> <p>Levels of incidences of major misbehaviours</p> <p>% of attendance for all students</p> <p>Prep - 6 enrolment</p> <p>Levels of satisfaction in all dimensions of Student, Parent &amp; Staff School Opinion Survey</p> <p>Parents attending school events and volunteering in the school</p> <p>% of families who join voluntary P&amp;C contribution scheme either in kind or payment</p> <p>Increase participation and decision making capacity of parent groups</p> <p>Number of families accessing school family playgroup program</p> <p>Number of parents/children in Prep4Prep</p> <p>Level of parent contact with class teacher about student progress</p> <p>Balance deployment of staff to support the learning, behaviour, health, safety and personal care needs of <i>all</i> students in compliance with legislation such as <i>Disability Discrimination Act 1992; Disability Standards for Education 2005 and Work Health and Safety Act 2011</i>, Department of Education requirements, award agreements of teachers, office and ancillary staff AND the Teacher Aides' Certified Agreement 2015.</p>	<p>= to or &lt; state</p> <p>&lt; or below HSS 2017 levels</p> <p>= to or &gt; 95%</p> <p>≥ 80 students per year level</p> <p>= or &gt; 2017 levels and similar to or &gt; state means</p> <p>High attendance and participation &gt;60%</p> <p>All meetings held have quorums &gt;10</p> <p>= or &gt; 25</p> <p>100% parents once per Semester</p> <p>Achieved</p>	<p>By end of T4</p> <p>By July census</p> <p>By end of T4</p> <p>Ongoing</p> <p>T4</p> <p>Sem 1 &amp; 2</p> <p>Ongoing</p>	<p>Principal, Line Managers &amp; BSTs</p> <p>Principal</p> <p>Line managers</p> <p>Line Managers &amp; Teachers</p> <p>Principal &amp; DPs</p>	<p><a href="#">Student Learning &amp; Wellbeing Framework</a></p> <p><a href="#">Parent and Community Engagement Framework</a></p> <p><a href="#">NQR Coaching &amp; Student Support edStudio</a></p> <p><a href="#">Reconciliation Action Plans</a></p> <p>Internal School data – activity sign on sheets; photos of school events;</p> <p>Various meeting minutes</p> <p>OneSchool student data</p> <p>School Data Profile</p> <p><a href="#">School Website</a></p> <p>School Budget and Financial Report</p>