

2019 Annual Implementation Plan

Heatley State School

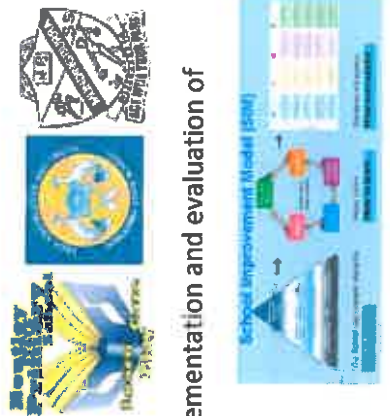
School Improvement Agenda for 2019



- Increase engagement of all students by continuation of implementation of Positive Behaviour for Learning (PB4L) including strengthening school-community engagement and partnerships so that student learning and well-being is enhanced and disciplinary incidences and absences continue to reduce by the end of 2019.**
- Increase achievement levels in literacy and the subject English for students in the Early Years so 80% or more students reach reading benchmarks and achieve a 'C' or better level of achievement for English by the end of 2019.**

Heatley SS, Bohlevale SS, Mundingburra SS and Onoonba SS have an established PLC and will continue this into 2019. Heatley SS and 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. Heatley SS and Bohlevale SS will endeavour to undertake our 2019 Quadriennial School Review (QSR) processes collaboratively.

Our work is guided by the School Improvement Model (SIM).



Certification

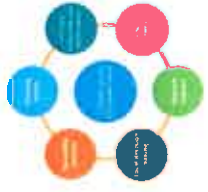
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

.....Principal *Senanga* *Warina* P and C
 Assistant Regional Director

State and Regional Priorities

State Schools Strategy 2018-2022

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



NQR Priorities 2019

- 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 staff
- Develop strong collaboration between schools/regional teams and other agencies.

1. Increase engagement of all students by progressing implementation of Positive Behaviour for Learning (PB4L)

Key Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Embed a consistent approach to positive behaviour support for the holistic development of every student Sustain our attendance strategy for improved student engagement Strengthen and expand our connections with those local businesses, clubs and organisations that support student learning and well-being Enact the Parent & Community Engagement Framework and continue to promote our school as a community hub Strengthen and support our in school volunteer program, the Heatley SS P&C Association and Deadly Yunga's (Indigenous parent reference group) Provide and refine our Transition Programs for students by supporting positive engagement of key stakeholders 	<p>Conduct a Quadrennial School Review (QSR) to devise a new School Strategic Plan 2020-2023</p> <p>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, to be known at HSS as Positive Culture for Learning (PCL)</p> <p>Continue refining communication & consultation with students, their families community groups, clubs, organisations and other schools to enhance student learning, attendance and wellbeing.</p> <p>Supplement the 2019 school staffing allocation. Purchase additional teachers and temporary/casual teacher aides to provide the human resources necessary for every student to succeed. These resources will especially be deployed with those identified students who require additional support in school time with personal care requirements, complex & challenging behaviours and highly individualised learning needs.</p>	Number of student disciplinary absences	= to or < state	By end of T4	Principal, Line Managers & BSTs	Student Learning & Wellbeing Framework Parent and Community Engagement Framework NQR Coaching & Student Support edStudio Reconciliation Action Plans Internal School data – activity sign on sheets; photos of school events; Various meeting minutes
		Levels of incidences of major misbehaviours	< or below 2018 levels			
		% of attendance for Indigenous and non-Indigenous students (for all year levels)	≥ 92%			
		Prep - 6 enrolment	≥ 80 students per year level	By July census		
		Levels of satisfaction in all dimensions of Student, Parent & Staff School Opinion Survey	= or > 2017 levels and similar to or > state means	By end of T4		
		Parents attending school events and volunteering in the school	High attendance and participation	Ongoing		
		% of families who join voluntary P&C contribution scheme either in kind or payment	>60%			
		Increase participation and decision making capacity of parent groups	All meetings held have quorums			
		Number of families accessing school family playgroup program	>10			
		Number of parents/children in Prep4Prep	= or > 25	During T4	Line managers	OneSchool student data
		Level of parent contact with class teacher about student progress	100% parents once per Sem.	Sem 1 & 2	Line Managers & Teachers	School Data Profile
		Balance deployment of staff to support the learning, behaviour, health, safety and personal care needs of all 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 2019.	Achieved	Ongoing	Principal & DPs	School Website School Budget and Financial Report

2. Increase achievement levels in literacy and the subject English for students in the Early Years

Key Strategies	2019 Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Embed our systematic processes and practices to identify, support and extend ALL students to achieve their best Refine data analysis and monitoring to inform student learning goals and progress Implement our curriculum plan that reflects systemic and local priorities with a focus on improving students' literacy and numeracy achievement Implement our Pedagogical Framework and build teaching capacity to use high yield instructional strategies in good first teaching, case management and early intervention Embed our collaborative approach to curriculum planning, assessment, reporting and monitoring of student learning Expand and embed the coaching, observation and feedback cycle to improve teaching knowledge, practices and engagement Use the Australian Professional Standards for Teachers/ Principals to guide professional knowledge, practice and engagement Implement our collective school improvement agreement within and across collegial learning communities 	<p>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 in the Early Years</p> <p>Embed HSS Oral Language Approach within all Prep-Yr.3 classrooms and extend into the upper school</p> <p>Continue to refine HSS Strategic, Targeted, Additional Reading Support (STARS) approach</p> <p>Maintain additional in-class support and intervention Year 1-3</p> <p>Strengthen HSS processes to identify and support students requiring ICPs</p> <p>Provide professional learning to increase all teacher's knowledge and practices in P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF), including data literacy and assessment clarity, design, collect and use evidence for targeted teaching</p> <p>Review P-12 CARF Scan & Assess</p> <p>Embed systematic processes for teacher/line manager collaboration: co-plan, co-teach and co-review effectiveness of lessons</p> <p>Share and showcase EIA progress within school and across the PLC</p>	% of all students who achieve A-C level of achievement in English	Eng. ≥80%	End of 2019	Line Managers	P-12 Curriculum, Assessment & Reporting Framework
		% of all Prep & Year 1 students reaching benchmarks on Literacy Continuum P-2	75% Prep @ Cluster 4 and Year 1 @ Cluster 6	End of 2019	Prep & Year 1 Line Managers	Classroom observation and feedback records
		% of all Prep -Yr. 3 students @ NQ Regional Bench Mark for PM Reading	60% @ 8 by end of Prep and 16 by end of Year 1			School Data Profile
		Achievement of reading goals for students with Individual Curriculum Plans (ICPs) at pre-Foundation and Foundation levels	100%		Deputy Principal (SWD)	School Data Profile
		Alignment of diagnostic, formative and summative literacy and English assessment levels	Low discrepancy between all types of assessment results	Ongoing	Principal & Prep & Year 1 Line Managers	Staff Annual Performance Plans
		Levels of satisfaction in relevant dimensions of Student, Parent & Staff School Opinion Survey	similar to or above state means		Principal	CPD records on OneSchool and QCoT
		Colour of Heatley SS Headline Indicators	Less red & orange and more blue	End of 2018		School Curriculum & Data Plans
		Level of professional cohesion between and across Early Years teaching teams for consistency of targeted teaching, tracking progress and adapting approaches for impacts on learning	High cohesion	Ongoing	All Early Years Ts; Line Managers & Principal	Various meetings' minutes
						Feedback from NQR Support Staff & ARD
						School Budget and Financial Report