

2017 Annual Implementation Plan

Heatley State School



Heatley SS Explicit Improvement Agenda (EIA) and Priority Learning Areas (PLAs) for 2017

EIA Goals: to improve Levels of Achievement (LoAs) in English & Maths, Reading, Writing, Attendance and Student Well-being

through improving:

EIA 1. Quality Teaching & Learning

- Australian Curriculum
- Aboriginal and Torres Strait Islander Perspectives and Inclusive Education
- School and student data

EIA 2. Equity

- Social, Well-being, Emotional & Life skills Learning (SWELL)
- Health and Safety
- School Community Engagement






Heatley SS and Bohlevale SS have established a Collective School Improvement Agreement 2017-2019. We have committed to the shared development, implementation and evaluation of excellent educational and organisational practice and shared purposeful professional learning. We acknowledge that our collective school improvement agenda is aligned to the improvement parameters identified in the educational research of Dr Lyn Sharratt.

We will be 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.....P and C Executive
.....Assistant Regional Director

State and Regional Priorities

Every Student Succeeding State Schools Strategy 2017-2020

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



To achieve:

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

- 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.

Yellow highlighted PLAs are those that directly require employment of Teacher Aides

SUCCESSFUL LEARNERS (Successful Learners)

HSS School Strategic Plan 2017-2019 Key Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description ** = targets for Investing for Success (I4S)	Target	Date		
<ul style="list-style-type: none"> Embed a consistent approach to positive behaviour support for the holistic development of every student 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 Sustain our attendance strategy for improved student engagement 	<p>Australian Curriculum Provide early and sustainable intervention in Literacy and Numeracy including targeted approaches: STARS, ICPALER, Vocabulary development, Solid Pathways and Prime Futures - Yumi Deadly Maths.</p> <p>Provide eLearning software and hardware for and with teaching and learning.</p> <p>Participate in NAPLAN online trial in 2017</p> <p>Aboriginal and Torres Strait Islander Perspectives and Inclusive Education Deliver focused and intensive individualised learning programs and other quality differentiated class programs for identified students (ICPs, PLPs and other support provisions).</p> <p>Social, Well-being, Emotional & Life skills Learning (SWELL) Provide student support services through the ASA team and specialists such as: chaplain, guidance officer, and CEC.</p> <p>Provide positive behaviour for learning (PBL) programs for students including <u>Yoga Tools For Learning and Life (YT4LL)</u></p> <p>Health and Safety Support health, safety and personal care needs of students to access daily delivery of curriculum and student services between 8:15am – 3:20 pm including: toileting, eating, and manual handling, delivery of medication, bus duty, playground duty, breakfast and lunch club, and positive behaviour support for students with challenging behaviours in compliance with Disability Discrimination Act 1992; Disability Standards for Education 2005 and Work Health and Safety Act 2011.</p>	% of all students who achieve A-C level of achievement in English, Mathematics and Science **	Eng. ≥75% Mat ≥80% Sci. ≥80%	End of Sem 2 2017	Line Managers	OneSchool student data
		% of non-exempted Year 3 and 5 students who meet the National Minimum Standard (NMS) in NAPLAN Reading & Writing **	≥ 80%	Oct 2017	Principal	School Data Profile
		% of non-exempted Year 3 and 5 students who achieve in the upper 2 bands in NAPLAN Reading and Writing **	≥ 20%			Various meetings' minutes
		% of relative gain of all assessed 2014-2017 NAPLAN students compared to similar Queensland state schools (SQSS)	Similar or above			Priority Learning Area (PLA) consultation documents
		Prep - 6 enrolment - per year level	≥ 80 students	Ongoing	Principal	
		Indigenous and non-Indigenous student attendance rates (for all year levels)	≥ 95%	Ongoing	Principal & Line Managers	
		% Prep -3 students who achieve at or above regional benchmark improvement in diagnostic assessment from Sem 1 – 2	≥ 60%	End of each term	Principal & QT&L ST	Feedback from NQ Regional Support Staff & ARD
		Levels of satisfaction in relevant dimensions of Student, Parent & Staff School Opinion Survey	similar to or above state means	Nov 2017	Principal	
		Colour of Heatley SS Headline Indicators	Less red & orange and more green	Dec 2017	Principal	School Budget and Financial Report
		Balance deployment of non-teaching staff to support the learning, health, safety and personal care needs of all students in compliance with legislation and Department of Education and Training (DET) requirements WITH the 2016 Teacher Aide Certified Agreement	Achieved	Ongoing	Principal, HOSES & DP	



*Students will have goals for attendance, reading, writing & behaviour

QUALITY TEACHING & INNOVATION LEADERSHIP (Teaching Quality and Principal Leadership & Performance)

HSS School Strategic Plan 2017-2019 Key Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> 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 Implement a Professional Learning Plan for all staff aligned to systemic and local priorities Use the Australian Professional Standards for Teachers/ Principals to guide professional knowledge, practice and engagement Lead and create opportunities to foster leadership capabilities Sustain our explicit improvement agenda that is informed by and responsive to research, evidence-based practice and triangulated school data Implement our collective school improvement agreement within and across collegial learning communities 	<p>Australian Curriculum (AC) <i>Deliver the AC through our HSS Pedagogical Framework with associated coaching, mentoring, observation & feedback for all staff.</i></p>	% of teaching and non-teaching staff engage in professional learning program annually	100%	Nov 2017	Principal & Line Managers	Classroom observation and feedback records
	<p><i>Provide term-by-term expectations for teacher practice and conduct annual performance development plans, professional development and learning for all staff.</i></p>	% of teaching staff who participate in classroom observation and feedback cycle	100%	Ongoing	Principal & Line Managers	School Data Profile
	<p><i>Collaborate with Bohlevale SS and Mundingburra SS and other collegial learning communities and professional associations internal and external to the school.</i></p>	% of teaching staff who engage in collaborative professional learning opportunities within and across schools annually	100%	Ongoing	Principal & Line Managers	Staff Annual Performance Plans
	<p>Aboriginal and Torres Strait Islander Perspectives and Inclusive Education <i>Embed Aboriginal and Torres Strait Islander and inclusive education perspectives in curriculum, school practice and policy.</i></p>	Levels of satisfaction in relevant dimensions of Staff School Opinion Survey	similar to or above state means	Nov 2017	Principal	CPD records on OneSchool and QCoT
	<p>Social, Well-being, Emotional & Life skills Learning (SWELL) <i>Provide appropriate well-being initiatives and supported services for staff.</i></p>	Principal Performance Plan	Enacted and completed	Phase 1 by end T1 up to Phase 3 by T4	ARD, Principal	School Curriculum & Data Plans
		Leadership Team Performance Plans			Principal	
	<p>Health and Safety <i>Provide operational requirements for WH&S such as annual safety assessment, mandatory training, emergency responses and security of school; maintenance and enhancements of school grounds, facilities and properties.</i></p>	% permanent teaching & non-teaching staff engagement in school wide Annual Performance Review process	100%		Line managers	Master Teacher Reports
		Number and range of staff in performing higher duties or participating in leadership programs	One or more	On going	Principal & Line Managers	Various meetings' minutes
	<p>School performance and student data <i>Use school communication processes including in school time meetings to manage, discuss, analyse and act on this data to assist in meeting school performance measures and operational processes (same day attendance monitoring, regional literacy benchmark collection and school data plan).</i></p>	Key staff present/share/write up action learning research/professional practice & knowledge at various educational forums, workshops and conferences	Successfully enacted	Ongoing	Principal & Line Managers	Feedback from NQ Regional Support Staff & ARD
		Progress on EATSIPS School Mapping Phases	Level 3 >	Term 3	Principal & CEC	School Budget and Financial Report



ENGAGED PARTNERS (Regional Support and Local Decision Making)

HSS School Strategic Plan 2017-2019 Key Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> 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 Yubu Yunga Indigenous parent reference group Provide and refine our Transition Programs for students by supporting positive engagement of key stakeholders 	<p>School Community Engagement <i>Increase communication/consultation with students and families about student learning and attendance.</i></p> <p><i>Engage in a new cluster of support agencies project.</i></p> <p>Engage with sporting and community groups/clubs/organisations to enhance student learning.</p> <p><i>Operate school governance and consultation processes: Leadership team, Union LCC; P&C; and Chaplaincy LCC.</i></p>	Levels of satisfaction in all dimensions of Student, Parent & Staff School Opinion Survey	= or > 2016 levels and similar to or above state means	By end of T4	Principal/CEC & other Line Managers	Parent and Community Engagement Framework
		Parent engagement in school events/programs	>75%			Student Services website
		% of families who join voluntary P&C contribution scheme either in kind or payment	>60%			Reconciliation Action Plans
		Increase participation and decision making capacity of parent groups	All meetings held have quorums			Internal School data – activity sign on sheets; photos of school events;
		Number of families accessing school family playgroup program	>10			Various meeting minutes
		Number of parents/children in Prep4Prep	= or > 40			OneSchool student data
		Level of parent contact with class teacher about student progress	100% for every teacher for every student in their class at least once per Semester			School Data Profile
		Number of student disciplinary absences	= to or < state			School Website
						School Budget and Financial Report

