2018 Annual Implementation Plan

KELSO STATE SCHOOL

School Improvement Agenda for 2018

Kelso State School will implement instructional coaching, through collaborative inquiry to improve teaching practice aligned to the Australian Professional Standards for Teachers. This work will be informed by evidence-based practice and research grounded in knowledge about how students learn and will support all staff and students to achieve high standards. All teachers will employ high quality evidence-based practice that is precise and involves monitoring and tracking student improvement through student achievement data which will improve student learning and level of achievement across English as a focus Key Learning Area. All students will be engaged in learning, achieving in a safe supportive environment.

The above underpins our three key improvement goals which are;

- Teaching Quality and Expert Teams
- Successful learners
- Safe and supportive environments

Documents attached include

- The Budget Overview Report

Certification

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

………………..……………….………Principal   …………. ……………………………P and C President

………………………………………….. 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

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.

		Performance Measures				
School Strategies	Actions	Description	Target	Date	Responsible Officer	Resource/ Evidence
Students engaged in learning and achieving	Implementation of Early Years Levelled Reading Program (P-2).	Students achieving year level reading benchmarks.	100% of students in P-2	Commencing Term 4, 2018	P-2 Classroom Teachers and Capability Development Team	PM levelled reading data and MSV assessment
	Implementation of teaching with a literacy focus across years 3-6 in English, using a four lesson sequence.	All Students achieving a minimum 'C' level grade or above in English.	100% of students in P-6	Week 5 each term	Year 3-6 Classroom teachers and	Level of achievement data, Marker student MSV assessment
		Every day, in every English lesson, all students will be engaged in explicit reading activities that require the production of written responses.	100% of students in P-6	Every English lesson	Capability Development Team All Classroom Teachers	Student bookwork samples
	Co-construction of learning walls with students in English.	Students and teachers co-construct learning walls that are continually referring to student work samples which are explicitly linked to learning intentions and success criteria.	100% of teaching staff and students	Visible end of the first week of a new unit	All Classroom teachers Capability Development Team	School Opinion Survey Item Number S2051 (100%). Learning walls, students and teachers articulating the 5 questions for learning;
	Implementation of individual case management processes that support attendance and retention.	Student attendance monitored daily with intervention and follow-up processes enacted including accurate and regular roll marking. Use of automated text messaging system and Oneschool contact processes.	95-100% student attendance	Daily/Weekly Monthly/ Yearly	All teachers Capability Development Team Admin Officer	Daily rolls, parent contacts, school data monitoring. Attendance wall for all staff
	Review and re-structure PBL approach such that it incorporates, embeds and reflects a Positive Learning Environment.	Cater for individual students' academic, social and emotional needs to increase and sustain academic performance; higher levels of motivation, effort, aspirations; higher attendance at school.	100% SOS item S2036; 100% SOS item S2056 100% SOS item S2044	SOS Term 4	All Classroom teachers Capability Development Team PBL Team	School Opinion Survey item numbers S2036, S2044, S2056

Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Develop professional knowledge	Refine and continue whole school Teaching Team unit planning alignment process to provide clarity and a model for planning of other Subject Areas	Develop a deep understanding of the P-12 Curriculum, Assessment and Reporting framework and the Australian Curriculum to adapt Curriculum into the Classroom (C2C) material through Teaching Team planning to suit current context.	100% of teaching staff	Completed prior to the commencement of the relevant unit.	Teaching Teams Capability Development Team	Accurately completed unit planning alignment document, Revised Whole School Curriculum Plan, Learning Wall
	Schedule regular review meetings to build a community of collaborative inquiry which determines the impact of teaching on student learning through the analysis of student work samples and data.	All teaching staff share and reflect on individual student work samples and data.	100% staff	Week 2 and 6 each term	Teaching Teams Capability Development Team	APP SMART GOALS, Attendance records, Data Folder, Student Work Samples
Develop professional practice	Support consistency of teacher judgement of accurate reporting against achievement standards.	All teaching staff sharing, interrogating and reflecting on an A-C sampling of student assessment pieces.	100% of teaching staff	Weeks 4 and 8 terms 1,3,4 and Week 3 and 8 in term 2	Teaching Teams Capability Development Team	Attendance register, meeting minutes, reflection sheets,
	Develop and implement an evidence-based, high impact instructional coaching cycle.	Co-Plan, Co-Teach and Co-Reflect differentiated coaching will improve teaching practice and pedagogy improving student literacy and achievement in English.	100% of teaching staff	Daily, Weekly,	Teaching Teams Capability Development Team	Level of achievement data, Learning Walls, Annotated student work samples
Develop professional engagement	Align annual performance plans (APP) with Australian Professional Standards for Teachers (APST) for all teaching staff.	Support career and capability development using the APP and APST (teaching staff) through the instructional coaching cycle.	100% of teaching staff	APP – Week 3, Term 1 APP Review – Week 3, Term 4	Capability Development Team	Completed APP week 7 term 1 and reviewed week 5 term 4.
Lead teaching and learning	Reclassify Head of Curriculum to Deputy Principal Curriculum.	Reclassified position leads quality teaching and learning, assessment, data analysis and schoolwide implementation of Australian Curriculum V8.	1.0 FTE	1st February, 2018	Principal / LCC	School budget and I4S funding

Teaching Quality and Principal Leadership and Performance

	Create 2 Teaching Team coaching roles.	Teaching Team coaches build teacher capacity through the instructional coaching cycle (Co-Plan, Co-Teach and Co-Reflect) to improve teaching practice and pedagogy.	2 FTE	22nd January, 2018	Principal	School budget I4S funding Student LOA data in English.
Lead improvement, innovation and change	Drive and lead future-focused school improvement change within local cluster schools (Thuringowa SHS and Rasmussen) and Early Childhood providers (C&K, Village Kids) and Rasmussen PCYC. Salvation Army ATSI Youth and Children's worker.	Establish strong innovative and strategic partnerships that expand and contribute directly to greater student success. STEM, The Arts, Indigenous Leadership, Early Childhood and Care. 0.2 FTE music coordination	Identified students, staff and community members	22nd January 2018	Capability Development Team Cluster Schools Cluster Early Childhood providers Salvation Army	SBS 0.1FTE Thuringowa SHS allocation Attendance rolls Meeting Minutes Events implemented
School strategies to develop self and others	Build leadership capability and support all staff to achieve high standards of professionalism.	Utilise Australian Professional Standards for Principals, APST and strategic initiatives to personalise individual pathways for colleagues.	All Staff	Commence Plans Week 3 term 1 Complete week 7 term 1 Review week 5 term 4 2018	All Staff Capability Development Team	Principal Performance Development Plan (PPDP) and individual annual performance plan reviews

School Performance						
School Strategies	**Actions**	**Performance Measures**			**Responsible Officer**	**Resource/ Evidence**
		Description	**Target**	**Date**		
Know our data	Review and refine purpose and scope of existing data wall.	Use research and evidence whilst triangulating student achievement data to inform practice, monitor performance and determine interventions.	English subject area	Weekly Collaboration and Cohort meetings	All Staff	Data Wall
	Conduct Quadrennial School Review (QSR).	Use school review, community, student, staff and parent data to write new school improvement agenda.	Completed QSR process	End of Term 4	QSR Team Principal ARD	Completed school 2018-2022 strategic plan
Know our strategy	Develop explicit improvement agenda to drive school improvement.	Explicit improvement informed through National School Improvement Tool	Strong and optimistic commitment by all staff to the school improvement strategy	End of Term 4	Capability Development Team	Explicit Improvement Agenda School Plan AIP
	Utilise school improvement tool to review school performance and refine strategies	Follow and implement recommendations from school review, refine strategic plan and AIP to reflect actions and performance measures as required	Completed Strategic Plan	End of Term 4	Capability Development Team	Completed Strategic Plan, Completed 2019 AIP

Regional Support and Local Decision Making						
School Strategies	**Actions**	**Performance Measures**			**Responsible Officer**	**Resource/ Evidence**
		Description	**Target**	**Date**		
Create partnerships	Implement the parent and community framework.	Engage local community and local business in decision making to establish strong, innovative and strategic partnerships that contribute directly to student success.	Local community 20% increase in P and C membership	End of Term 2 2018 P and C AGM	Capability Development Team	Increased Community engagement, Increased Attendance at P and C meetings by community and staff members Minutes of meetings
	Create community liaison officer position	1.0 FTE Teacher Aide employed to facilitate community engagement. Liaise with IPCAP team and access Aunty Jenny to assist with embedding cultural sensitivity and understanding within the whole school community.	Position filled	22nd January 2018	Capability Development Team	School Budget 14S Closing the GAP
Understanding of systemic priorities and requirements	Collaborate local community agencies to drive the school improvement agenda.	School leadership team, teaching and non-teaching staff will be able to clearly articulate and, through their actions, demonstrate an understanding of the school improvement agenda.	100% SOS item S3243	Term 4	Capability Development Team	School Opinion Survey item number S3243 School improvement agenda
	Establish clear and defined consultative processes within and across the whole school.	Review Local Consultative Committee governance structure to ensure that it fulfils the role as the school's consultative forum.	Full membership (4 management, 4 union)	22nd January, 2018	LCC Committee	Meeting minutes, School Opinion Survey item 100% number S2076, S2075
Ongoing improvement	Collaborate with regional advisers and support staff to ensure sustained school improvement.	Access Regional Curriculum and Pedagogy Support team for guidance, assistance, and support.		Ongoing	Capability Development Team SIS	Staff actions aligned to agenda Record of contacts