



# Nundah State School Annual Implementation Plan 2018

## School Improvement Priorities 2018

Improvement priority: **Quality Explicit Teaching Model/s with A4L principles and Connecting feedback to data processes**

Strategy: Early Years P-3			
Actions	Targets	Timelines	Responsible Officer/s
<p>Realise Gifts: Learning Intentions and success criteria planning Feedback and Self-evaluation processes;</p> <ul style="list-style-type: none"> <li>English refine and expand to PCC</li> <li>Other Learning Areas</li> <li>STReam models</li> </ul>	<p>100% of English units and all PCC units are refined to include learning intentions and success criteria framed around the Nundah 9 gifts.</p> <p>100% of classrooms (including specialist) display the particular Learning Intentions and success criteria related to the Gifts and refer to gifts during teaching process in different learning areas.</p> <p>90% of students able to understand and articulate their learning intentions and success criteria (via the gifts) as evidenced by learning walks and/or interviews.</p>	<p>End Sem 1</p> <p>End 2018</p> <p>End 2018</p>	<p>DP: Jane Newman</p> <p>HOC: Lisa O'Connor</p> <p>MT: Kerry Grice</p>
<p>Using data to inform teaching learning via data conversations individually and ongoing group learning and reflection</p> <ul style="list-style-type: none"> <li>Data conversations Reading Term 1/3 Writing Term 2/4</li> </ul>	<p>100% of Teachers connecting data to inform teaching and learning evidenced by data conversations.</p> <p>100% Improved teacher data literacy – in particular observations during R2L teaching / L2R and PM diagnostic assessments to inform planning.</p>	<p>Each term</p>	<p>DP: Jane Newman</p> <p>HOC: Lisa O'Connor</p> <p>MT: Kerry Grice</p>
<p>Training for staff in effective use of Teaching Assistants in their roles, esp Prep including EALd support</p>	<p>95% of Teaching Assistants and 100% of teachers attending professional development opportunities – formal and on-job-modelling-training.</p> <p>100% of Teacher Aides implementing learning in working with children with teachers actively directing their work and measuring impact.</p>	<p>Each Term – once a week</p>	<p>DP: Jane Newman</p> <p>HOC: Lisa O'Connor</p> <p>MT: Kerry Grice</p> <p>EALd Meredith Waghorn</p>
<p>SWAN</p> <ul style="list-style-type: none"> <li>Incorporate Case management into existing processes – G&amp;T; EALD; SEP; Behaviour Support</li> <li>Full implementation of SWAN case management processes and revised role of Intensive Teacher</li> <li>Establish short term individual learning goal/s for each SWAN student on a learning support plan and measure their accomplishment.</li> </ul>	<p>For 100% of the teachers surveyed to indicate a satisfactory level of understanding of the new case management process and effective and efficient use of Intensive teachers to improve their pedagogy and student learning outcomes.</p> <p>Personalised Learning plan report from One School indicates an increase of PL plans used to document student achievement for SWAN students</p> <p>Develop a process to document and make visible personal goals, making notes on progress towards for ongoing revision</p> <p><b>SOS</b></p> <ul style="list-style-type: none"> <li>Maintain or improve: Teachers feel that students with disability receive the same educational opportunities as all other students at their school (93.3% Teacher - 2017)</li> </ul>	<p>By the end of 2018</p>	<p>SWAN: Kerrin Cridland</p> <p>IT: Kerry Taylor</p> <p>DP: Jane Newman</p>
<p>Mathematics</p> <ul style="list-style-type: none"> <li>begin to develop pedagogy to implement early years'</li> <li>hands on resources as developmental approach</li> <li>through individual mentoring-modelling</li> </ul>	<p><b>Improved student learning gains in mathematics: we aspire to</b></p> <p>95% of Yr1 students achieving A-C in Maths (92.8 % in 2017 Prep)</p> <p>90% of Yr2 students achieving A-C in Maths (86.3% in 2017 Yr1)</p> <p>94% of Yr3 students achieving A-C in Maths. (93.9% in 2017 Yr 2)</p> <p>95% of Prep achieving Working With and above in Maths</p> <p>50% of Yr 3 students achieving in the U2B in Naplan with strong correlation between Naplan results and A-E results (54.3% Yr 2 in 2017 obtained A or B, 47.6% Yr 3 achieved in U2B in Naplan)</p> <p>100% of Early Years Teachers</p> <ul style="list-style-type: none"> <li>use hands on materials to develop conceptual understandings when teaching Mathematics.</li> <li>describe increased self-efficacy in teaching Mathematics.</li> <li>report increased use of formative assessment processes to track and monitor student learning in mathematics.</li> </ul>	<p>End of 2018</p> <p>End of Term 3</p> <p>End of 2018</p>	<p>MT: Kerry Grice</p> <p>HOC: Lisa O'Connor</p> <p>IT: Kerry Taylor</p> <p>DP: Jane Newman</p>

*Improvement priority: Quality Explicit Teaching Model/s with A4L principles and Connecting feedback to data processes*

Strategy: Senior School 4-6 (differentiation focus)			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>Explicit Instructional Model</b></p> <ul style="list-style-type: none"> <li>Whole school priority</li> <li>Aligned to work of STAR teams</li> </ul>	<p>100% teachers referencing the explicit teaching model and aligning to STAR team work during supervision visits and coaching conversations</p>	Term 1-4	<p>DP: Shona Arneil</p> <p>HOC:Cath Worthington</p> <p>LT: Alex Moran</p>
<p><b>Realise Gifts:</b></p> <p>Learning Intentions and success criteria planning</p> <p>Feedback and Self-evaluation processes;</p> <ul style="list-style-type: none"> <li>English refine and expand to PCC</li> <li>Other Learning Areas</li> <li>STReam</li> <li>Health and Physical Education</li> <li>Music</li> </ul>	<p>100% of English units and all PCC units are refined to include learning intentions and success criteria framed around the Nundah 9 gifts.</p> <p>100% of classrooms (including specialist) display the particular Learning Intentions and success criteria related to the Gifts and refer to gifts during teaching process in different learning areas.</p> <p>100% Year Level representation during collaborative mapping of LI and sc to Gifts to build momentum and vertical alignment</p> <p>75% Students articulating LI-sc (within gifts) in classroom context as evidenced by learning walks and/or interviews</p>	<p>Term 1</p> <p>Term3</p>	<p>DP: Shona Arneil</p> <p>HOC:Cath Worthington</p> <p>LT: Alex Moran</p>
<p><b>Oral language:</b> Active listening and accountable talk</p> <ul style="list-style-type: none"> <li>Before, during and after writing</li> <li>Linking to A4L work</li> </ul>	<p>75% of teachers providing opportunities for students to engage in oral language through collaborative tasks</p> <p>100% teachers track the Aspects of Speaking from the literacy continuum across cohorts</p> <p>100% of teachers reflecting on practice as per Literacy reflection tool</p>	End Term 4	<p>DP: Shona Arneil</p> <p>HOC:Cath Worthington</p> <p>LT: Alex Moran</p>
<p>SWAN</p> <ul style="list-style-type: none"> <li>Effective development and use of Mindfulness rooms</li> <li>Incorporate Case management into existing processes – G&amp;T; EALD; SEP; Behaviour Support</li> <li>Full implementation of SWAN case management processes and revised role of Intensive Teacher</li> <li>Establish short term individual learning goal/s for each SWAN student on a learning support plan and measure their accomplishment.</li> </ul>	<p>Targetted students accessing mindfulness room and sensory space</p> <p>100% of the teachers surveyed to indicate a satisfactory level of understanding of the new case management process and effective and efficient use of Intensive teachers to improve their pedagogy and student learning outcomes.</p> <p>Personalised Learning plan report from OneSchool indicates an increase of PL plans used to document student achievement for SWAN students</p> <p>Develop a process to document and make visible personal goals, making notes on progress towards for ongoing revision</p> <p><b>SOS</b></p> <ul style="list-style-type: none"> <li>Maintain or improve: Teachers feel that students with disability receive the same educational opportunities as all other students at their school (93.3% Teacher - 2017)</li> </ul>	By the End of 2018	<p>DP: Shona Arneil</p> <p>SWAN: :Kerrin Cridland</p> <p>IT: Kim Burton</p>
<p><b>Data</b></p> <p>Using data to inform teaching learning via data conversations individually and ongoing group learning and reflection</p> <ul style="list-style-type: none"> <li>Data conversations Reading Term 1/3</li> <li>Writing Term 2/4</li> </ul> <p>Formal and informal teacher observations to inform teaching practice and student learning outcomes</p>	<p>Data collection formalised through establishment of tracking of cohorts to analyse and inform goals and new spreadsheets</p> <p>100% staff participation in Know you Learner sessions are now using dashboard</p> <p>100% Improved teacher data literacy – in particular observations during R2L teaching / L2R and PM diagnostic assessments to inform planning</p> <p>100% of student goals set from previous units' data (English-receptive and productive) to inform targets and track cohorts</p>	<p>Term 1</p> <p>End 2018</p>	<p>DP: Shona Arneil</p> <p>HOC:Cath Worthington</p> <p>LT: Alex Moran</p>
<p><b>Resourcing-</b> Maths resourcing for hands on materials to support best practice (concrete/pictorial/ abstract)</p>	<p>100% of students and teachers have access to appropriate resources for moving student mathematical understandings (concrete to pictorial to abstract)</p> <p>Teachers have access to quality maths curriculum examples, pedagogical models and diagnostic tools to begin to use.</p>	End Term 1	<p>HOC:Cath Worthington</p> <p>TL: Alex Moran</p> <p>MT Kerryn Grice</p>

**Improvement priority: Quality Explicit Teaching Model/s with A4L principles and Connecting feedback to data processes**

<b>Strategy: STAR Teams: pedagogical research and play</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
<p><i>Collaborative – Cooperative Team</i></p> <ul style="list-style-type: none"> <li>• Develop/Research the model for action; identify goals and establish milestones.</li> <li>• Sub-groups working on 'learning sprints' (Simon Breakspear)</li> <li>• Qualitative and quantitative data collected to measure student growth and refine practice</li> </ul>	<p>100% of STAR team teachers moving from experimentation with cooperative and collaborative strategies and teaching tools to extend their learning to collection of data to measure growth using a variety of data collection tools.</p> <p>3 x teachers using flexible learning spaces to encourage student agency and collaboration</p> <p><b>SOS</b></p> <ul style="list-style-type: none"> <li>➤ Maintain or improve: Teachers at this school feel confident in applying evidence base teaching and learning practices (93.3% Teacher - 2017)</li> </ul>	End 2018	DP: Shona Arneil and LT: Alex Moran
<p><i>Assessment for Learning and Connecting Feedback to data</i></p> <ul style="list-style-type: none"> <li>• Establish consistent use of A4L strategies in writing and expand into practices for Reading and other KLAs</li> <li>• Research, trial and share best practice methods for eliciting and using student feedback to teachers.</li> <li>• Explore and trial A4L strategies that can be used in any lesson to ascertain starting points, where learning is at or what next</li> <li>• Collect video footage of effective practice useful for induction, coaching, mentoring and professional learning-sharing</li> </ul>	<p>100% classroom teachers are using A4L in writing and 30% have trialled A4L processes in other learning areas.</p> <p>5 teachers using student feedback, to adjust teaching and exploring a repertoire of A4L strategies in regular lessons</p> <p><b>SOS:</b></p> <ul style="list-style-type: none"> <li>➤ Maintain: Teachers at this school feel confident using student assessment data to improve student achievement – 100% (2017 teachers)</li> <li>➤ Maintain or improve: Teachers at this school provide me with useful feedback about my school work (96.3% students - 2017)</li> <li>➤ Maintain or improve: Teachers at this school help me understand how I am assessed at this school (96.3% - students - 2017)</li> <li>➤ Improve: Teachers at this school provide my child with useful feedback about his/her school work (88.4% parents - 2017)</li> </ul> <p>Suitable footage of student learning, reflecting and staff practice and reflection (at least 3 samples) collected and used for teacher development. (consider using coaching model to record reflections)</p>	End term 2 2018  End of 2018	MT:Kerryn Grice and HOC: Lisa O'Connor
<p><i>Higher Order Questioning (and reciprocal teaching-reading)</i></p> <ul style="list-style-type: none"> <li>• Develop/Research the model for action; identify goals and establish milestones.</li> <li>• Implement intended actions and trial the use of strategies</li> <li>• Share successes and new learnings with the wider school</li> </ul>	<p>Agreement on tool/s and implementation of to gather baseline data and the instrument to be used to measure the effectiveness of change in teaching – learning practices / within pedagogies</p> <p>100% of the team engaged in the process based on the inquiry stance for the development of signature pedagogies for HOQ</p> <p>100% of the team committed to implementing strategies, collecting data and sharing practice with the team and peers.</p> <p><b>SOS</b></p> <ul style="list-style-type: none"> <li>➤ Maintain or improve: Teachers at this school feel confident in applying evidence base teaching and learning practices (93.3% Teacher - 2017)</li> <li>➤ Maintain or improve: Teachers at this school challenge me to think (95% Student - 2017)</li> </ul>	End Term 1  End 2018	DP: Jane Newman and HOC: Cathy Worthington
<p><i>Intrinsic Motivation and Growth Mindset Team</i></p> <ul style="list-style-type: none"> <li>• explore mindfulness, growth mindset, links to CT and optimism gifts</li> <li>• Choice Theory – staff and student champions</li> </ul>	<p>Opportunity for teacher leadership of different aspects</p> <p>Level of teacher engagement in first Parent information sessions as co-presenters and training student leaders</p> <p>Level of engagement for baseline levels of parent awareness and training sessions - Ivan Honey; DR Phil Jauncey and Take Charge</p> <p><b>SOS:</b></p> <ul style="list-style-type: none"> <li>➤ Maintain or improve: Teachers at this school motivate my child to learn 92.6% (parents 2017)/ me 98.5% (2017 students)</li> <li>➤ Maintain or improve: Teachers at this school are interested in my child's wellbeing 94.2% (parents 2017) / care about me 100% (2017 students)</li> <li>➤ Improve: Teachers encourage me to take an active role in my child's education 85.3 % (parents 2017)</li> <li>➤ Maintain: Teachers encourage me to do my best 98.8% (2017 students)</li> <li>➤ Improve: This school has a strong sense of community 85.5% (2017 parents) / encourages me to be a good community member 98.8% maintain (2017 students)</li> <li>➤ Maintain or Improve: This school celebrates student achievements 95.7% (2017 parents) and 98.8% (2017 students)</li> </ul>	End 2018	SWAN: Kerrin Cridland and P: Deb Cox





Improvement priority: **Reading and Writing: Literacy pedagogy esp. U2B-C+ students**

Strategy: Early Years P-3			
Actions	Targets	Timelines	Responsible Officer/s
<p>Signature Pedagogies for Reading and Writing (Reading to Learn, Learning to Read)</p> <ul style="list-style-type: none"> <li>Focus Enhancements for teacher-student engagement And</li> <li>C+ students to be extended in learning</li> </ul>	<p>100% of P-3 Teachers using signature pedagogies in English to great effect honouring intent of processes and adjusting to suit student needs</p> <p>100% of P- 3 Teachers enhancing or refining their practice in accordance with their individual Professional Development Plans</p> <p>100% of P-3 Teachers observed teaching signature pedagogies to enhance practice using Quality Standards; noting strengths, areas for refinement and adjustments made, and extensions for C+ students</p> <p>Term 1 – Reading to Learn – all stages of mini-cycle</p> <p>Term 2 - Learning to Reading – all phases</p>	<p>End of Term 4</p> <p>End of Term 4</p> <p>Term 1 and 2</p>	<p>DP: Jane Newman</p> <p>HOC: Lisa O'Connor</p> <p>MT Kerryn Grice</p>
<p>Oral Language</p>	<p>100% of Prep students assessed in oral language with follow up intervention in place for students below developmental standard.</p> <p>100% of P- 3 Teachers understand and use the school processes for tracking students' oral language development.</p>	<p>Each Sem</p> <p>End of Term 3</p>	<p>DP: Jane Newman</p> <p>HOC: Lisa O'Connor</p> <p>MT Kerryn Grice</p>
<p>Know the Learners (Goal setting processes)</p> <ul style="list-style-type: none"> <li>Personal Goals</li> <li>A-E goals</li> <li>Calibration processes during planning to ensure thorough knowledge of texts and before Marking to ensure consistency to Australian standards and within</li> </ul>	<p>100% of P-3 Teachers using personal goals for Reading and Writing</p> <p>75-85 % of Prep students achieving Working With and above in English and Receptive and Productive modes (review Mid year)</p> <p>Average of 87% of year 1 to 3 students achieving A-C in English overall and both Receptive and Productive Modes</p> <p>Year One: Aspire for 89% A-C in English Overall                      A standard - aspire to 11% (from 4% at end of Prep)                      B standard - aspire to 38% (from 31% at end of Prep)                      C standard - aspire to drop to 39% (down from 46% end Prep)                      below level - aspire to reduce to 11% from 17% (end of Prep)</p> <p>Yr 2: Aspire for 85% A-C in English Overall                      A standard aspire to 15% (end of Yr 1 - 11%)                      B standard aspire to 28% (end of Yr 1 – 22%)                      C standard aspire to reduce to 42% (end yr 1 - 43%)                      Below level: - target 15% (end of Yr 1 24%)</p> <p>Yr 3 Aspire for 95% A-C in English Overall                      A standard – aspire 27% (21% at the end of Yr 2)                      B standard – aspire to 32% (31% at the end of Yr 2)                      C standard – aspire to decrease to 36% (43% at the end of Yr 2)                      below level – aspire to decrease to 5%. (8% End of Yr 2)</p> <p>53% of U2B of year 3 students in Naplan Reading</p> <ul style="list-style-type: none"> <li>PM Aspirations for end of prep - 60% reaching PM level 5 or above and 65% reaching regional benchmark (level 4)</li> <li>PM Aspirations for end Year 1 - to achieve 70% (ie 16 +) from 58% reaching regional benchmarks</li> <li>PM Aspirations for end Year 2 – to achieve 77% (ie 23+) from 69% to reach regional benchmarks</li> </ul>	<p>Each Sem</p> <p>Mid and End of 2018</p> <p>End Term 3</p> <p>Mid and End Semester</p>	<p>DP: Jane Newman</p> <p>HOC: Lisa O'Connor</p> <p>MT Kerryn Grice</p>
<p>Coaching embedding training</p> <ul style="list-style-type: none"> <li>Coaching and Mentoring in action for teachers and aides- maintain peer coaching triads and mentors</li> </ul>	<p>Trained mentor teachers allocated mentee teachers</p> <p>100% staff trained in Peer Coaching are able to access full triad coaching process each semester</p> <p>Remainder of staff trained in Peer Coaching</p> <p><b>SOS</b></p> <ul style="list-style-type: none"> <li>Improve: Teachers at his school have opportunities to develop new and better ways of doing their job (86.7% Teachers – 2017)</li> </ul>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p>	<p>DP: Jane Newman</p> <p>HOC: Lisa O'Connor</p> <p>MT Kerryn Grice</p>
<p>Perceptual Motor Program</p>	<p>Pre and Post testing of Prep and Year 1 students measuring consistency with performance of basic motor tasks in accordance with age milestone and figures.</p> <p>Preps: 20% increase in student ability to perform basic motor tasks.</p> <p>Yr 1: 95% of students demonstrating increase in number of reps per skill performed with control compared with baseline data collected.</p> <p>Comparison of 2018 AEDC data collection in the area of Physical Wellbeing with that of the last collection (10.2% of student vulnerable)</p>	<p>End of 2018</p> <p>Term 3</p>	<p>DP: Jane Newman</p>



Improvement priority: **Reading and Writing: Literacy pedagogy esp. U2B-C+ students**

Strategy: Senior School 4-6			
Actions	Targets	Timelines	Responsible Officer/s
<p>Coaching embedding training Coaching and Mentoring in action for teachers and aides- maintain peer coaching triads and mentors</p>	<p>Trained mentor teachers allocated mentee teachers</p> <p>100% staff trained in Peer Coaching are able to access full triad coaching process each semester and where chosen each term</p> <p>Remainder of staff trained in Peer Coaching <b>SOS</b></p> <ul style="list-style-type: none"> <li>➤ Improve: Teachers at his school have opportunities to develop new and better ways of doing their job (86.7% Teachers – 2017)</li> </ul>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p>	<p>DP: Shona Arneil</p> <p>HOC: Cath Worthington LT Alex Moran</p>
<p>Signature Pedagogies (Reading to Learn and Learning to Read)- depth through collaboration</p> <p>Reading Comprehension</p>	<p>100% of teachers enhancing or refining practice with the inclusion of collaborative activities and oral language opportunities</p> <p>100% new teachers participating in Watching Others Work or Coaching or Mentoring or Induction to refining their signature pedagogies.</p>	<p>End 2018</p>	<p>DP: Shona Arneil</p> <p>HOC: Cath Worthington LT Alex Moran</p>
<p>Oral Language</p>	<p>100% of staff using the Literacy Continuum in speaking to pull skills for explicit teaching with a view to later tracking student achievement</p>	<p>Term 2/4</p>	<p>DP: Shona Arneil HOC: Cath Worthington LT Alex Moran</p>
<p>Writing</p> <ul style="list-style-type: none"> <li>• U2B focus through R2L cycle focus, Lisc explicit; self-evaluation and feedback during individual and re-writes and construction</li> </ul>	<p>100% of students practicing the writing and editing on demand process</p> <p>NAPLAN U2B Year 5 Aspire to 43% from 16% (2017 Yr 5) up to 25% (Baseline Yr 4 Productive 39%)</p> <p>Year 6 teachers participate in cluster school writing moderation</p>	<p>Term 3</p>	<p>DP: Shona Arneil</p> <p>HOC: Cath Worthington LT Alex Moran</p>
<p>Goal Setting processes</p> <ul style="list-style-type: none"> <li>• Personal Goals</li> <li>• A-E goals set collaboratively by cohort teachers following analysis of student data and 'knowing our learner' sessions.</li> <li>• Calibration processes during planning to ensure thorough knowledge of texts and before Marking to ensure consistency to Australian standards and within</li> <li>• Analysis of Probe students for High end students to identify strengths and gaps in achieving</li> </ul>	<p><b>A-E Receptive</b></p> <p>Year 6: Aspire to 100% from 95% (yr 5) in A-C standard Aspire to 39 % from 36% (yr 5) in A standard Aspire to 37% from 24% (yr 5) in B standard Aspire to reduce down to 22% from 38% (yr 5) in C standard</p> <p>Year 5: Aspire to 90% from 85% (yr 4) in A-C standard Aspire to 43% in A-B standard from 39% Aspire to reduce below level D-E to 14% from 8%</p> <p>Year 4: Aspire to 90% from 78% (yr 3) in A-C standard Aspire to 25% from 17% in A standard Maintain 60% in standards A-B</p> <p><b>A-E Productive</b></p> <p>Year 6: Aspire to 100% from 98% (yr 5) in A-C standard Aspire to 28% from 22% (yr 5) in A standard Aspire to 49% from 35% (yr 5) in B standard Aspire to reduce down to 31% from 42% (yr 5) in C standard</p> <p>Year 5: Aspire to 95% from 87% (yr 5) in A-C standard Aspire to 25% achieved from 10% in A standard Aspire to reduce below level D-E to 10% from 12%</p> <p>Year 4: Aspire to 90% from 84% (Yr 3) in A-C standard Aspire to 25% achieved from 15% in A standard</p> <p>100% staff engage in data analysis sessions identifying pedagogy to support goal setting each semester</p> <p><b>Probe Reading</b></p> <p><b>Yr 4</b> Maintain 60% in top working beyond dark green (from 60%) Aspire to 8% from 4% in working above (light green)</p> <p><b>Yr 5</b> Maintain 55% in top working beyond (from 55%) dark Green Aspire to increase 7% (from 1%) in working above light Green</p>	<p>Mid year review and</p> <p>End 2018</p>	<p>DP: Shona Arneil HOC: Cath Worthington LT Alex Moran</p>



Improvement priority: **Curiosity through Inquiry and Purposefully Connected Curriculum**

Strategy Early Years P-3 and Senior School 4-6			
Actions	Targets	Timelines	Responsible Officer/s
<p>Teaching Resilience and Self-Managing Gifts</p> <ul style="list-style-type: none"> <li>Choice Theory</li> <li>Play is the Way</li> <li>Rock and Water</li> </ul>	<p>Reduced number of recorded behaviour incidents from 201/2018 for specific students and whole year levels</p> <p><b>SOS</b></p> <ul style="list-style-type: none"> <li>Maintain or improve: Students feel accepted by others at my school (90.1% Student - 2017)</li> <li>Improve: Parents feels student behaviour is well managed at this school (78.3% Parent - 2017)</li> </ul>	End of each term	<p>DP: Jane Newman With Team DP Shona Arneil with Team</p>
<p>Inquiry Learning</p> <ul style="list-style-type: none"> <li>Engage in opportunities to learn about cycles of inquiry and inquiry models</li> </ul>	<p>Representatives from each STAR team and STReam and leadership Staff to attend all PD Team leaders to attend all PD.</p>	During 2018	<p>DP: Jane Newman With Team DP Shona Arneil with Team</p>
Strategy: Working digitally <sup>3</sup> / <sub>4</sub> -6			
<p>SAMR model – Continue the implementation via year level collaborative curriculum planning</p> <p>digital technologies curriculum- Continue implementation to all staff – digital storage and virtual communication, Cybersafe practice</p> <p>Audit and replace aging technologies</p>	<p>100% teacher awareness of SAMR and TPACK models for planning technological tasks – to improve teacher knowledge and skills</p> <p>100% inclusion of SAMR and TPACK in year level planning so that teachers make the stages of the model explicit to students</p> <p>100% teachers and students learning cybersafe practices for online safety and action plan for students using inappropriate behaviours</p> <p>Replacement schedule of aging technologies - 20% replacement of IWB 20% Replacement of iPads</p>	End 2018	Alex Moran DP Shona and Jane
<p>Yr P-2 Effectively use small class iPad sets and iPad trolleys to streamline development of skills and knowledge of technology practices</p>	<p>100% use of class/trolley iPads and sequential development of skills/knowledge processes to measure student growth</p>	End Sem 1	HOC Lisa O'Connor Alex Moran support
<p>Yr 3-6 Effectively use BYO iPads, including equity devices, to facilitate the delivery of the ICT Capabilities, Media and Digital Curriculum through effective planning and delivery</p>	<p>100% use of BYO iPads to effectively sequence ICT capability across year levels</p> <p>100% of teachers and students using Digital Technologies Curriculum to teach abstraction through data storage</p> <p><b>SOS</b></p> <ul style="list-style-type: none"> <li>Maintain or improve: Students as this school feel encourages to use computer and technologies for their learning (97.5% Student - 2017)</li> <li>Maintain: Students use computers and technologies at my school for learning (100% Student - 2017)</li> </ul>	End Sem 1	HOC Cath Worthington Alex Moran support
Strategy: STReam			
<p>Facilities: Wonder Lab/s</p> <p>Redevelopment of existing facilities to create a space for the delivery of innovative and creative Purposefully Connected STReam Curriculum Units</p>	<p>100% use of space by specialist STReam and classroom teachers for program delivery to students</p> <p>100% use by science and robotics extra curricula clubs during lunchtimes to maximise the use of space for student learning and engagement</p>	End Term 2	<p>DP: Shona Arneil</p> <p>HOC: Cath Worthington LT Alex Moran</p>
<p>Coaching and Modelling by specialist STReam teachers using the gradual release of responsibility model for all classroom teachers and students</p>	<p>100% of teachers and students will have had access to specialist staff to model/coach using the gradual release model- level of engagement documented</p>	End 2018	STReam support specialists
<p>STReam curriculum opportunities that focus on innovation and creativity to take teachers and students beyond what is normally possible in the classroom environment using research, pedagogy and the AC.</p>	<p>100% of planning documentation incorporates the AC</p> <p>100% of year level cohorts experience two PCCs in 2018</p> <p>Inquiry learning, Explicit Teaching and Learning Intentions success criteria via Nundah Nine Gifts being explicitly modelled.</p>	End Term 1 and End 2018	
<p><b>Specialist Teaching Areas</b></p> <ul style="list-style-type: none"> <li>Japanese- ICT skills embedded in lessons</li> <li>STReam units aligned to AC and delivered by 2.1 STReam staff</li> <li>High engagement classrooms</li> <li>Collect range of STReam baseline data – staff, students</li> </ul>	<p>Thorough range of baseline data collected to indicate levels of engagements, confidence, interest, purpose connection, skills and achievement data etc. of staff and students</p> <p>100% teachers using modified ICT tasks to engage students.</p> <p>100% of students engaging in ICT during lessons resulting in 81% to 90% A-C standard in Science</p> <p>100% of STReam teachers innovate on AC to develop units to enhance student engagement and build teacher capacity</p>	<p>Term 1 end</p> <p>End 2018</p>	<p>DP: Shona Arneil</p> <p>HOC: Cath Worthington</p> <p>STReam Support teachers</p> <p>Specialist Music and PE Teachers</p>

Strategy: Growing learning culture and skills in mentoring-coaching			
Actions	Targets	Timelines	Responsible Officer/s
<p>Choice Theory Reality Therapy and Lead Management training for staff to</p> <ul style="list-style-type: none"> <li>enhance coaching-counselling and management skills</li> <li>Finalise the review of RBP to document alignment of psychology-policy-procedures-programs-documents</li> </ul>	<p>Embed our internal psychology-intrinsic motivation evident in culture in all practices and documents, including revised RBP with explicit links and language.</p> <p>Levels of staff engagement in learning 100% BW. ? % BIP. ? % AW. ? % AIP</p> <p><b>SOS:</b></p> <ul style="list-style-type: none"> <li>Student behaviour is well managed at this school- increase from 78.3% (2017 parents)</li> <li>Student behaviour is well managed at my school – increase from 85.2% (2017 students)</li> <li>Student behaviour is well managed at this school – increase from 60% teaching staff and 90% non-teaching staff</li> <li>People are treated fairly and consistently at my school – increase from 85.7% (2017 staff)</li> <li>My school encourages me to take responsibility for my work – increase from 92.6% (2017 staff 100% non-teaching and 86.7% teaching)</li> <li>Staff at my school are interested in my wellbeing – maintain 96.3% (staff 2017)</li> <li>I feel confident managing the behaviour of all of my students at my school. – improve on 93.3% (2017 teaching staff)</li> </ul>	End 2018	Deb Cox
<p>Leadership Training to strength coaching skills and emotional intelligence self-awareness for all staff</p> <ul style="list-style-type: none"> <li>Further differentiated professional learning Peer Coaching to AWESOME</li> </ul>	<p>100% of staff who wish to engage in HALT processes feel informed about how to do this.</p> <p>100% Team Leaders and STReam Teachers engaged with learning opportunities and coaching-discussion eg Project is Me, Inquiry, Ongoing Neuroscience learning and leadership coaching model</p> <p><b>SOS:</b></p> <ul style="list-style-type: none"> <li>My school inspires me to do the best in my job – improve 89.2% (2017 staff)</li> <li>My school encourages me to undertake leadership roles. – improve 88% (2017 staff)</li> <li>My school encourages coaching and mentoring activities – maintain 100% teaching and 90% non-teaching (staff 2017)</li> <li>I am satisfied with the opportunities available for career development – maintain or improve 93.3% teaching and 100% non-teaching (staff 2017)</li> <li>I have access to quality professional development - maintain or improve 93.3% teaching and 100% non-teaching (staff 2017)</li> <li>Staff at my school are actively involved in Developing Performance discussions maintain or improve 93.3% teaching and 100% non-teaching (staff 2017)</li> <li>I feel a strong personal connection to my school – maintain 100%</li> </ul>	End 2018	<p>HOC: Lisa O'Connor</p> <p>P: Deb Cox</p> <p>Leadership Team</p>

**Endorsement**

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



Principal

P and C

Assistant Regional Director