

2016 Annual Implementation Plan DRAFT

Vincent State School



Key Priorities for 2016

- *Reading*
- *Writing*
- *Attendance*
- *YuMi Deadly Maths*
- *Priority Learning Time for Priority Learning Areas*

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.

gwinnack

PrincipalPresident of P and C

..... Assistant Regional Director

State and Regional Priorities

Every Student Succeeding State School's Strategy 2016-2020

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

NQR Key Drivers 2016

- Building Principal and other school leader's instructional leadership within each school
- Building the capability of every teacher and leader to be an expert in the teaching of reading
- Developing sophisticated collaboration between individual schools and regions
- Systematic delivery of curriculum, teaching and assessment across a school site.

SUCCESSFUL LEARNERS

'Successful Learners'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
SUCCESSFUL LEARNERS Implement actions to identify at-risk students	Embed the analysis of LOA, PM and pre-test data regularly to inform improvement and guide pedagogical practices	Data walls, collaborative inquiry and explicit teaching practices	Embedded	Term 1 – ongoing	Principal Teachers HOSeS Connectedness Officer Pedagogy Coach	OneSchool ICP MSSWD VSS Accountabilities and Responsibilities Chart
	Identify and support students at risk	Individual curriculum or Differentiated Learning Plans for identified students	Implemented Embedded	Term 1 Term 2		
	Monitor and review attendance	'VSS Accountabilities and Responsibilities'	>83% to increase to 90%	Term 1-ongoing		
	Embed Priority Learning Time for Priority Learning Areas – Reading and Writing (daily Literacy Block) and YuMi Deadly Maths (daily Numeracy Block) for effective use of staffing resources to support all students' individualised needs		Appropriate staffing	Term 1 - ongoing		
	Teach behaviour focus lessons aligned to the school's Behaviour Expectations Matrix	All staff teach the fortnightly behaviour focus lessons	100%	Ongoing	SWPBL Team All staff	Behaviour Matrix SDA One School
	Increase positive reinforcements (Vincent Vouchers) – safe play Maintain reward system	SDA data				
	Continued implementation of the Early Years Project – The Four Lesson Sequence with Prep - Year 2 classes	Levelled 4-lesson sequence reading groups	2016 reading goals	Ongoing	All teachers of reading groups	VSS Reading Program
						'microtimetables' and timetables

GREAT PEOPLE

'Teaching Quality' and 'Principal Leadership and Performance'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
TEACHING QUALITY						
<u>Build capacity in professional knowledge and professional practice</u> Embed actions to improve reading and writing	Implement micro timetables for staff to introduce literacy blocks through a gradual release of responsibility model.	Students 'at' or above NMS in NAPLAN reading	Year 3 70% Year 5 70%	October	Principal ST:L&N Pedagogy Coach Teachers	NAPLAN Data PM/PROBE data Cold writing samples
		Students in U2B NAPLAN	Year 3 5% Year 5 10%			
	Embed the revised VSS Reading Program document to support students & staff	Students achieving 'C' or above standard in English and all other KLAS	75%	Semester reporting	Principal ST:L&N HOSES	OneSchool A to E data VSS English Text Curriculum Plan YuMi Deadly Maths School of Excellence support
	Implement a writing framework to support students' academic growth implicitly in all Learning Areas while maintaining explicit instruction in weekly Power Writing lessons.	Support teachers in delivery of '7 Steps to Writing Success' and YuMi Deadly Maths Prep to Year 3 students achieving 'at' or above Regional PM benchmarks benchmark equivalent	50%	February 2016 – ongoing	Principal Teachers YuMi Deadly Maths Coordinator Teachers	OneSchool Diagnostic mark book School based data wall Class students' learning goals
Embed Australian Curriculum	Unpack and moderate C2C units with staff and cluster	Staff delivering Australian curriculum by adapting C2C units		Term 1-ongoing Continue Term 1	All teaching staff Principal	Whole school curriculum, assessment and reporting framework
	Implement OneSchool mark book - consistent school wide assessment and diagnostic testing	Staff utilising mark book across the school	100% of staff using markbook	Term 1		P-6 Assessment and Reporting Schedule

	Develop a whole school curriculum plan with an assessment plan	Vincent State School Whole School Curriculum Plan Diagnostic Assessment and Reporting Schedule		Term 1 Term 1	Pedagogy Coach and Principal; ST:L&N and HOSeS	Unit level planning OneSchool Dashboard and Diagnostic Markbook
	Develop Individual Curriculum Plans for identified students that reflect Investing 4 Success targets	Current ICPs	100% of identified students	Term 1 - ongoing	Teachers HOSeS	Great Results Guarantee 2015
PARTNERSHIPS Early Childhood Development Program and Early Years Learning Framework	Develop and Use Vincent ECDP Curriculum Framework and Overview, a modified framework adapted from the Early Years Framework Embed the Early Years Framework using Effective Age Appropriate Pedagogies within planning Continued embedding of practice of 2015 Professional Development ('Literacy Group') for staff in Learning Walls, reading groups and whole-school process for planning and teaching	Curriculum Documents prepared by ECDP teachers Prepare students to be Prep ready and to perform to the best of their ability to maximise their skills in all areas. Targeted explicit and planned support. Referral to outside agencies if required for individual therapy and support		Ongoing	ECDP Teachers ECDP HOSES ECDP GO Principal	Programs reflecting the use of a variety of resources
Principal Leadership and Performance						
Principal leads the implementation of the Australian curriculum	Access the region's capability development resources to enhance the quality of instructional leadership in the school	Staff Annual Performance Plans	Developed Reviewed Completed	Term 1 Term 2-3 Term 4	Principal	Annual Performance Plans (APR)
Develop Instructional Leadership Skills	Engage in Principal Annual Performance Review Develop professional networks through	Principal Annual Performance Review Professional Networks –	Negotiate Review	28 February Term 3	Principal ARD Principal's mentor	APR

	attendance at PLC and Regional Forums	QASSP, Regional Support		Term 4		
	Implement Australian Professional Standards for Teachers (APST) Provide feedback to all staff on their Annual Performance Reviews	Developing Annual Performance Reviews (for teachers - in line with AITSL standards) In class observations utilising NQ observation feedback tool	All staff	Term 1- Term 4		APR NQ Observation Feedback Tool APST
	Develop Annual Performance Review and term staff meeting plan reflecting needs of staff, school and regional agendas	School Professional Development Agenda		Term 1 On-going updates	Principal Staff	Professional Development Agenda
		Staff satisfied, <i>I have access to quality professional development</i>	100%	Term 4		SOS #S2086
		Staff work collaboratively to unpack curriculum unit and be involved in internal and external moderation meetings	100%	On-going	Principal Pedagogy Coach HOSes Teachers	PLC or Like Schools

HIGH STANDARDS <i>'School Performance'</i>						
School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Continuously monitor student achievement, provide differentiation and student feedback	Review and redraft VSS pedagogical framework to guide effective professional practice in explicit teaching	Source appropriate professional development and build staff capacity to deliver writing, reading and YuMi Deadly Maths in a systematic approach across the school	Implement	Term 1	Principal YuMi Deadly Maths Coordinator Pedagogy Coach Teachers	GRG 2015 7 Steps To Writing Success strategies Reading Results YuMi Deadly Maths-PRIME-QUT leaders
		Teacher/student feedback	Embed	On-going		

		conferences				Framework NQ Feedback Tool	
Embed high quality teaching practices	Embed student data analysis practices, focussing on Sharratt and Fullan's 'Putting Faces on the Data' and Short Term Data Cycles	'Microtimetables' (timetabled differentiated student groupings)	Review Embed			OneSchool mark book OneSchool A to E data 'microtimetables'	
	Focus professional development around 2015's successful 'Garbutt SS/Vincent SS Literacy Group' model	Classroom walkthroughs; lesson observations with feedback, professional conversations between teaching staff and Principal	Embed		Principal Pedagogy Coach HOSeS ST:L&N	NQ Observation Feedback Tool	
	Develop and implement student tracking (assessment and data collection), particularly in reading and attendance	Student profiles and data walls (attendance, PM/PROBE growth and others)	100%	Embedded	All teaching staff	Individual student profiles and data wall	
Implement and manage actions to 'Close the Gap'	Review and Implement EATSIPS plan	EATSIPS Framework	Develop Implement Embed	2016 2016 2017	Principal Connectedness Officer Staff	EASTSIPS Framework	
	Engage parents in the Early Phase of Learning	Parent and Community Engagement Framework (PACE) First Day Fun Day Prep Open Day Prep 4 Prep program	Embedded	2015 27.1.16 Term 3 Term 4		PACE	
	Plan NAIDOC and cultural events	NAIDOC Week celebrations		Term 2			
	'microtimetables' embedded to provide small group differentiated explicit instruction at the students' level		Indigenous students achieving 'C' or above in English and all KLAs	75%	Semester reporting	Principal Teachers	OneSchool A to E data
			Indigenous students achieving 'at' or above attendance	>90%			Attendance Data /walls 100% Reward parties
Early Childhood Development Program	Promote a culture that promotes learning Collaborative practices	GO and ECDP teachers assist to develop staff capacity Attendance at PD MSSWD teacher and teacher aides			ECDP teachers and ECDP GO		

	Provide Curriculum And Pedagogy Support during change process due to NDIS Early Phase Implementation	Mentoring support Monitor family engagement with resources and support during NDIS Early Phase Implementation				
	Continue to monitor student development	Complete checklists IEP Program adjustments Achievement data GO - standardised tests Therapy reports				Assessments and checklists completed on students and held in file and in OneSchool

ENGAGED PARTNERS <i>'Regional Support' and 'Local Decision Making'</i>						
School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Embed PACE Framework	Continue to maintain and develop strong links with community organisations through the 'Vincent Community Hub' partners	Good Beginnings (ACT for Kids), Smith Family (Communities for Children), Churches of Christ Vincent campus, Active After School Sport, Department of Communities, Child safety..., Queensland Police Service – school officer, Police Liaison Officer, Church groups	Engagement	Ongoing Term 1 2016	Connectedness Officer Principal	Engagement in school life, student needs
Embed North Queensland Region Attendance Policy	Continue extracurricular activities through productive community partnerships	Students , staff and parents (including community groups such as Active After School Sport, Good Beginnings, Smith Family and others) Vincent SS Attendance Accountabilities and	All staff Embedded	Semester 1 On-going On-going monitoring	Principal Connectedness Officer Itinerant PE teacher Pedagogy Coach	After school sports, Interschool sports student leaders

		Responsibilities Plan				
Enact recommendations from Priority School Review Term 2 2015 – 9 month visit and 12 month visit	Utilise strategies for school improvement.	Embed SWPBL lessons Embed school based program 'High Five' strategies for positive problem-solving	Increase positive behaviour reports on OneSchool	Semester 1	SWPBL Team Principal Staff SWBPL GO	2015 Priority School Review recommendations
Quadrennial School Review 2015	Implement and embed strategies documented in the 2015 QSR process	PM reading results in Prep-2		Ongoing in 2016	Principal and Leadership Team	
Early Childhood Development Program	Continue to maintain and development strong links with community organisations and other schools during the transition to NDIS implementation	ECDP Playgroup for support and parent networking Child Development Clinic Autism Queensland Medical/psychology Disability Services Community Speech Pathology, Occupational and Physiotherapy services School [EQ and non state] Cerebral Palsy League EQ staff Service Providers Transition forum SWD		Term 1 ongoing	ECDP teachers and ECDP GO	Referrals received Continued multidisciplinary approach Case conferencing