### Key Priorities for 2016
- Reading
- Writing
- Attendance
- YuMi Deadly Maths
- Priority Learning Time for Priority Learning Areas

### 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.

### 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 ............................................ President of P and C

.......................................................... Assistant Regional Director
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<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resource/Evidence</th>
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<tbody>
<tr>
<td>SUCCESSFUL LEARNERS Implement actions to identify at-risk students</td>
<td>Embed the analysis of LOA, PM and pre-test data regularly to inform improvement and guide pedagogical practices</td>
<td>Data walls, collaborative inquiry and explicit teaching practices</td>
<td>Term 1 – ongoing</td>
<td>OneSchool ICP</td>
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<td></td>
<td>Identify and support students at risk</td>
<td>Individual curriculum or Differentiated Learning Plans for identified students</td>
<td>Term 1</td>
<td>MSSWD</td>
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<td>Monitor and review attendance</td>
<td>‘VSS Accountabilities and Responsibilities’</td>
<td>Term 2</td>
<td>VSS</td>
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<td>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</td>
<td>&gt;83% to increase to 90%</td>
<td>Term 1-ongoing</td>
<td>Accountabilities and Responsibilities Chart</td>
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<td>Teach behaviour focus lessons aligned to the school’s Behaviour Expectations Matrix</td>
<td>Appropriate staffing</td>
<td>Term 1-ongoing</td>
<td>‘microtimetables’ and timetables</td>
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<td>Increase positive reinforcements (Vincent Vouchers) – safe play</td>
<td>All staff teach the fortnightly behaviour focus lessons</td>
<td>Ongoing</td>
<td>Behaviour Matrix</td>
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<td>Maintain reward system</td>
<td>SDA data</td>
<td>SWPBL Team</td>
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<td>Continued implementation of the Early Years Project – The Four Lesson Sequence with Prep - Year 2 classes</td>
<td>Levelled 4-lesson sequence reading groups</td>
<td>Ongoing</td>
<td>SDA One School</td>
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<td>2016 reading goals</td>
<td>All teachers of reading groups</td>
<td>VSS Reading Program</td>
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<td><strong>TEACHING QUALITY</strong></td>
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<td>Build capacity in professional knowledge and professional practice</td>
<td>Implement micro timetables for staff to introduce literacy blocks through a gradual release of responsibility model.</td>
<td>Students ‘at’ or above NMS in NAPLAN reading&lt;br&gt;Students in U2B NAPLAN&lt;br&gt;Year 3 5%&lt;br&gt;Year 5 10%&lt;br&gt;October&lt;br&gt;Principal ST:L&amp;N Pedagogy Coach Teachers&lt;br&gt;NAPLAN Data PM/PROBE data Cold writing samples</td>
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<td>Embed the revised VSS Reading Program document to support students &amp; staff</td>
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<td>Implement a writing framework to support students’ academic growth implicitly in all Learning Areas while maintaining explicit instruction in weekly Power Writing lessons.</td>
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<td>Students achieving ‘C’ or above standard in English and all other KLAs&lt;br&gt;Prep to Year 3 students achieving ‘at’ or above Regional PM benchmarks benchmark equivalent</td>
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<td>Support teachers in delivery of ‘7 Steps to Writing Success’ and YuMi Deadly Maths</td>
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<td>Term 1&lt;br&gt;50%&lt;br&gt;February 2016 – ongoing&lt;br&gt;Principal Teachers YuMi Deadly Maths Coordinator Teachers</td>
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<td>Embed Australian Curriculum</td>
<td>Unpack and moderate C2C units with staff and cluster</td>
<td>Staff delivering Australian curriculum by adapting C2C units&lt;br&gt;Term 1-ongoing&lt;br&gt;Continue Term 1&lt;br&gt;All teaching staff Principal&lt;br&gt;Whole school curriculum, assessment and reporting framework</td>
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<td>Term 1&lt;br&gt;100% of staff using markbook&lt;br&gt;P-6 Assessment and Reporting Schedule</td>
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<td>Staff utilising mark book across the school&lt;br&gt;Term 1</td>
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### 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

### Term 1

### Pedagogy Coach and Principal
- ST: L&N and HOSeS

### Term 1

### OneSchool Dashboard and Diagnostic Markbook

### Term 1

### Teachers HOSeS

### Great Results Guarantee 2015

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### Develop Individual Curriculum Plans for identified students that reflect Investing 4 Success targets

**Current ICPs**

- Term 1

### 100% of identified students

### Term 1 - ongoing

### Teachers HOSeS

### Great Results Guarantee 2015

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### 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

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### 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)

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### 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
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<tr>
<td>Continuously monitor student achievement, provide differentiation and student feedback</td>
<td>Review and redraft VSS pedagogical framework to guide effective professional practice in explicit teaching</td>
<td>Source appropriate professional development and build staff capacity to deliver writing, reading and YuMi Deadly Maths in a systematic approach across the school</td>
<td>Principal, YuMi Deadly Maths Coordinator, Pedagogy Coach, Teachers</td>
<td>GRG 2015 7 Steps To Writing Success strategies Reading Results YuMi Deadly Maths-PRIME-QUT leaders</td>
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<td>Teacher/student feedback</td>
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<td>Pedagogical</td>
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<td>Implement and manage actions to ‘Close the Gap’</td>
<td>Review and Implement EATSIPs plan</td>
<td>EATSIPs Framework</td>
<td>Develop</td>
<td>2016</td>
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<td>Engage parents in the Early Phase of Learning</td>
<td>Parent and Community Engagement Framework (PACE)</td>
<td>Embedded</td>
<td>2015</td>
<td>27.1.16</td>
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<td>Plan NAIDOC and cultural events</td>
<td>NAIDOC Week celebrations</td>
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<td>‘microtimetables’ embedded to provide small group differentiated explicit instruction at the students’ level</td>
<td>Indigenous students achieving ‘C’ or above in English and all KLAs</td>
<td>75%</td>
<td>Semester reporting</td>
<td>Principal Teachers</td>
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<tr>
<td>Early Childhood Development Program</td>
<td>Promote a culture that promotes learning Collaborative practices</td>
<td>GO and ECDP teachers assist to develop staff capacity Attendance at PD MSSWD teacher and teacher aides</td>
<td>ECDP teachers and ECDP GO</td>
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<td>Embed PACE Framework</td>
<td>Continue to maintain and develop strong links with community organisations through the ‘Vincent Community Hub’ partners</td>
<td>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</td>
<td>Engagement</td>
<td>Connectedness Officer Principal</td>
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<td>Engagement</td>
<td>Ongoing</td>
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<td>Term 1 2016</td>
<td>Principal</td>
<td>Engagement in school life, student needs</td>
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<td>Embed North Queensland Region Attendance Policy</td>
<td>Continue extracurricular activities through productive community partnerships</td>
<td>Students , staff and parents (including community groups such as Active After School Sport, Good Beginnings, Smith Family and others)</td>
<td>All staff</td>
<td>Principal Connectedness Officer Itinerant PE teacher Pedagogy Coach</td>
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<td>Vincent SS Attendance Accountabilities and</td>
<td>On-going monitoring</td>
<td>After school sports, Interschool sports student leaders</td>
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| 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 |
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<td>Quadrennial School Review 2015</td>
<td>Implement and embed strategies documented in the 2015 QSR process</td>
<td>PM reading results in Prep-2</td>
<td>Ongoing in 2016</td>
<td>Principal and Leadership Team</td>
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</table>
| 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 |