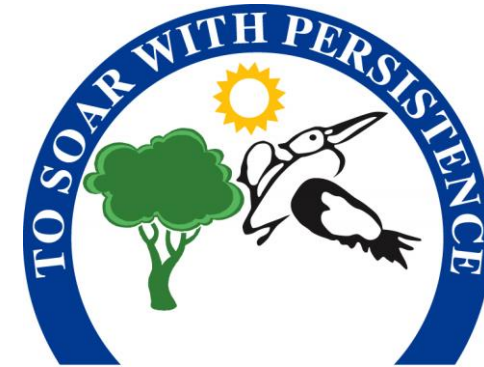


NORTH COAST REGION BEACHMERE STATE SCHOOL



BEACHMERE
STATE SCHOOL

OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future.

EVERY STUDENT SUCCEEDING

*Our 2016 Explicit School Improvement Agenda will focus on;
Reading, Writing, Explicit Teaching, High Behaviour Standards & Attendance.*

2016 Annual Implementation Plan

ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

.....
(Mr Brad Geisel)
Principal

/ /2016

.....
(Mr Ben Bernhardt)
P&C President/School Council Chair

/ /2016

.....
(Mr Trevor Walker)
Assistant Regional Director

/ /2016

FOCUS AREA	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016
<p>Successful Learners</p> <p><i>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</i></p>	<p>Know your Learners</p> <p>All students strive to improve their learning behaviours.</p> <ul style="list-style-type: none"> • Whole School Focus on Improvement in Reading (Prep – Year 6) evidenced by internal diagnostics (PM & Probe) & external data sets (NAPLAN). • Continuation of Prep & Year 1 Phonological & Oral Language Programs (OLEY) with a targeted focus on Early Reading & Writing. • Learning Goals (SMART) for all students in Reading & Writing • High Standards & Expectations for Exemplary Student Book Work (English Bookwork Policy) • Biennial Vision & Hearing Screening in Prep & Year 1 to ensure early detection, referral to external agencies & tailored intervention programs. • High Standards for Student Behaviour aligned with RBPS & PBL Policies 	<p>Learning:</p> <ul style="list-style-type: none"> • Resources in Reading (Semester 1) & Writing (Semester 2) will be developed and implemented in all classrooms (Prep – Year 6): Resources will include: <ul style="list-style-type: none"> - Reading Decoding & Reading Comprehension Bookmarks - WALT & WILF Posters - Vocabulary Building Posters & Word Walls - Classroom “Reading Shrines” - Unit Overviews & Assessment Task Overviews on display (English, Maths & Science) - Writing Guides, Exemplars & Rubrics to support the writing process • SMART Learning Goals (Reading & Writing) for all students which are differentiated and reviewed on 5 weekly cycles <p>Differentiation:</p> <ul style="list-style-type: none"> • Differentiation Placements are implemented for English & Maths (by all teachers Prep – Yr 6) • Development of Whole School Student Support Provisions Policy through consultation and input by Student Referral Team, Regional AVT & other key stakeholders • Student Support Provisions are developed and implemented by classroom teachers with the support of Regional AVT, STLAN & SEPTIC. • ICPs are created for students who require extensive curriculum modification with the support of Student Support Team, Regional AVT and in direct consultation with parents/caregivers. <p>I4S (Investing for Schools) Implementation:</p> <ul style="list-style-type: none"> • Provide effective and efficient financial support to enable sustained School Improvement • Fund Full-time HOC & TIC Pedagogy to ensure implementation of School Improvement Agenda (focusing on Reading, Writing, Spelling & Explicit Teaching) • Fund T/Aide Support to enable focused teaching & learning in Early Years (Prep – Year 2) in Phonics, Reading & Writing • Ensure data targets are set for both Internal (PM & Probe) and External (NAPLAN) Diagnostics which informs whole school teaching and learning programs and differentiated classroom instruction • Implement a Targeted Intervention Team for Reading with a focus on below benchmark & U2B students <p>Upper 2 Bands Priorities:</p> <ul style="list-style-type: none"> • Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep) • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Targeted Reading Intervention, • Provide challenging learning experiences that further develop reading, writing and spelling expertise • Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations



	<p>Meet your learners' needs:</p> <ul style="list-style-type: none"> • Extra-Curricular Activities offered to students including: <ul style="list-style-type: none"> ○ Robotics Program ○ Sporting Programs (through Sporting Schools Initiative) ○ Choral & IM Programs High Student Attendance Rates (aiming upwards of 93%) 	<p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN • Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both numeracy and reading • Develop a NAPLAN action strategy with a focus on improving Reading, and U2B (Refer to Beachmere NAPLAN Action Plan 2016) <p><u>Attendance:</u></p> <ul style="list-style-type: none"> • Regularly analyse trends in attendance data at the whole school, class and individual student level • Communicate and promote student attendance rates with teachers, school staff and the wider community (Via methods such as: Staff & T/Aide Meetings, Parade & Morning Assembly, Newsletter, Twitter, School Website and Facebook) • Continue to implement proactive student attendance strategies over 5 week data cycles including: Cooking Master Classes for the best attended class & Individual Student Rewards such as sizzler vouchers etc. • Continue to implement reactive strategies such as weekly attendance reports, daily/weekly phone calls by DP & Principal & Enforcement of Compulsory Attendance Letters as per Education General Provisions Act. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • PBL Behaviour Matrixes displayed in all classrooms (Clear rules, routines and consequences for all students) • School Rules and Classroom Rules are on display in all rooms (Prep – Year 6) • Pelican Lessons are implemented weekly to explicitly teach desired student behaviours & positive social interactions • Positive behaviour rewards are regularly given out including: <ul style="list-style-type: none"> • Pelican Awards (Presented weekly on Parade) • Positive Behaviour Postcards (Mailed out – teachers are to hand out at least 2 per week) • Focused Learning, Fitness & Discipline Classes to be implemented for Years 5 & 6 students (Thursday afternoons – whole school year) • Taekwondo Program to be implemented for disengaged students
<p>Great People</p> <p>Teaching Quality</p> <p><i>Teachers employing high</i></p>	<p>Develop Professional Knowledge</p>	<p><u>Phonics & Reading Focus (Sem. 1 & beyond):</u></p> <ul style="list-style-type: none"> • Deliver oral language programs (specifically in Prep & Year 1) that target phonological & phonemic awareness. • Implement screeners to identify those students requiring assistance with phonological awareness and letter/sound relationships (phonics) and deliver programs to address these: e.g. OLEY, Prep/Year 1 Beachmere Phonological Program. (note: Support of Speech Pathologist to develop appropriate programs. Training of two teacher aides to implement the program in Years Prep & 1). • Continue to embed a Balanced Reading Program which is common & consistent across the school. The core components of this include: <ul style="list-style-type: none"> • WALT & WILF (Learning & Success Criteria for Reading)

*quality,
evidence-based
teaching
practices
focused on
success for
every student*

Develop Professional Practice

- Reading Shrine in all classrooms (Reading Posters, Teacher Reference Charts, Reading Bookmarks for students, Vocab. Building Posters etc.)
- Explicit Teaching Model for Reading (based on the Gradual Release of Responsibility Model: “I do, We do, You do.”
- Embed a shared understanding including curriculum implementation and pedagogical practice of the **4 Reading Procedures**:
- Modelled Reading
- Shared Reading
- Guided Reading
- Independent Reading
- Embed Comprehension Strategies (Sheena Cameron) into classroom curriculum & teaching programs.
- Ensure the 5 aspects of reading are explicitly addressed including 1. Fluency, 2. Broad & Deep Vocabulary, 3. Active Comprehension Strategies, Text & Textual Features, 5. Knowledge of the world.
- Reading Procedures will be utilised as a focus for Instructional Leadership to build teacher capacity through Observations & Collegial Feedback Sessions (Focused Observations & WOWs – Watching others Work)
- Continue the use of a variety of quality teaching resources to support the development of comprehension strategies. Whole School resources include: CARS & STARS, SRA Reading Kits, Springboard & Reading Eggs
- Regularly analyse trends Reading Data at the whole school, class and individual student level
- Complete a thorough investigation of NAPLAN Data – 2015/2015 in preparation for 2016 NAPLAN Testing.
- Continue to implement proactive reading learning improvement strategies over 5 week data cycles
- Application of Northern Peninsula Area College – Bamaga Junior Campus PMBM Data Tracking tool to inform teaching and learning. Sharing of tool and application with local schools.

Writing Focus (Sem. 2 & beyond):

- Curriculum, Assessment & Reporting Committee to develop a Whole School Writing Program (based on Sheena Cameron Writing Program)
- Analysis & implementation of P – 10 Literacy Continua to enable quality writing standards (e.g. teachers aware of C Standard, A Standard etc.)
- Professional Development for all teaching staff (inclusive of teacher aides) in Explicit Teaching of Writing Methodology
- Implementation of Whole School Writing Blocks (Years 2 – 6)
- Development & Implementation of Writing Support Resources to enable explicit teaching of writing and reference material to improve student learning

	<p><i>Develop Professional Engagement</i></p>	<ul style="list-style-type: none"> • Alignment of Moderation Practices across the school and with local cluster schools to ensure alignment of writing standards and consistency of teacher judgements on writing samples <p><u>Pedagogical Framework:</u></p> <ul style="list-style-type: none"> • Continue to develop and embed an overarching Curriculum Framework based on ASOT • Investigate and implement Design Questions of the ASOT framework that are relevant to Beachmere State School • Ensure all Staff Meetings and PD delivered is aligned with Pedagogical Framework <p><u>Moderation:</u></p> <ul style="list-style-type: none"> • Develop opportunity for inter-school and intra-school moderation processes ensuring sound assessment practice • Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN (reference OneSchool) • Identification of cluster moderations/PD with Bribie, Caboolture East & Wamuran State Schools <p><u>Developing Performance Framework:</u></p> <ul style="list-style-type: none"> • Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs. • Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers • Consultation and feedback structures are in place and occur in a timely manner (Once a Semester) • Use Walkthroughs, Focused Observations, Classroom Profiling, Feedback, Differentiated coaching and learning -communities to improve teaching practices. • Implement processes to regularly monitor staff and personal wellbeing
<p><i>Great People</i></p> <p>Principal Leadership & Performance</p> <p><i>School leaders delivering extraordinary</i></p>	<p><i>Lead Teaching and Learning</i></p> <p><i>Develop self and others</i></p> <p><i>Lead improvement, innovation and change</i></p>	<p><u>Learning Communities</u></p> <ul style="list-style-type: none"> • Principal Performance Development Plan in place with ARD with clearly identified leadership focus. • Lead and model learning to develop a shared belief that all students can learn and all teachers can teach. • Develop localised structures that enable teachers to engage in discussion and analysis of effective teaching and learning. • Enable teachers to engage in effective coaching and observation opportunities to improve teaching practices. • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.

<p>and sustained improvement</p>		
<p>High Standards</p> <p>School Performance</p> <p><i>Schools achieving success through an intentional approach to improving the progress of every student.</i></p>	<p>Know your data</p> <p>Know your strategies</p>	<p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> Analyse whole school trends to develop an explicit improvement agenda Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted. <p><u>Curriculum Teaching and Learning/ School Improvement Unit:</u></p> <ul style="list-style-type: none"> Implement recommendations from Term 1 2016 Priority School Review <p><u>Internal Audit</u></p> <ul style="list-style-type: none"> Implement strategies to fulfil internal audit requirements and recommendations <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.
<p>Engaged Partners</p> <p>Regional Support</p> <p>Regions providing a renewed focus on supporting performance and outcomes across the three sectors – early childhood education and</p>	<p>Maintain alignment</p> <p>Develop consistency</p> <p>Scale up success</p>	<p><u>Alignment and Consistency</u></p> <ul style="list-style-type: none"> Continue to develop opportunities to work with regional support staff and services. Develop opportunities for schools to work together to share knowledge and resources. Implement the recommendations from the School Improvement Unit as required. <p><u>Flying Start initiative</u></p> <ul style="list-style-type: none"> Develop mutually satisfying partnerships with Caboolture SHS (Domain 9 of SUI Tool) Develop a range of locally pertinent communication strategies that enable the sharing of information (Pelican Brief, OnePortal Team Site, Staff Meetings & Learning Lounges) Continue the fostering of strategies concerning staffing and resource allocations <p><u>Supporting Successful Transitions: Early Start</u></p> <ul style="list-style-type: none"> Assess current transition practice Start conversation with Transition partners (C & K Beachmere, GoodStart Learning Beachmere, Sandstone EYC & other EYLCs) Plan collaboratively to establish strategies based on data with transition partners (establishment of Early Years Committee to meet twice per term) Incorporate strategies into school plans Measure the effectiveness of transition strategies throughout 2016

<p>care, state schools, and training and employment.</p>		
<p>Engaged Partners</p> <p>Local decision making</p> <p>Schools ensuring community needs are central to decision making processes, autonomy and accountability.</p>	<p>Embrace autonomy</p> <p>Create partnerships</p>	<p>Partnerships</p> <ul style="list-style-type: none"> • Continue to work with regional support services to support and sustain school improvement • Develop partnerships within and beyond the school that support student learning. • Embrace opportunities to collaborate with local communities. • Through Supporting Successful Transitions explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres • Continue and further develop learning partnerships with the following key stakeholders: <ul style="list-style-type: none"> - Caboolture SHS (U2B "Bright Sparks Project & Agricultural Science Project) - QUT Caboolture Campus & USC (Robotics Program) <p>Parent and Community Engagement Strategy</p> <ul style="list-style-type: none"> • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents e.g. email, Twitter, Facebook, School Website, School Newsletter • Provide programs and opportunities for parents to build their capacity to support their child's learning • Actively seek and develop a wide range of community partnerships

CRITICAL REFERENCE:

- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2014-2018