

# Glenvale State School

## Annual Implementation Plan 2019

**Our vision: 'Every One, Every Day, Achieving Together'**

| Domain 1: Explicit Improvement Agenda |                 |            |                            |
|---------------------------------------|-----------------|------------|----------------------------|
| Actions                               | Targets         | Timelines  | Responsibility             |
| Reading                               | As per domain 2 | Term 1 - 4 | Leadership Team & Teachers |
| Writing                               | As per domain 2 | Term 1 - 4 | Leadership Team & Teachers |

| Domain 2: Analysis and discussion of data  |   |               |  |
|--|---|---------------|--|
| Actions  | Targets   | Timelines     | Responsibility                                     |
| Data analysis: <ul style="list-style-type: none"> <li>- NAPLAN (NMS/U2B)</li> <li>- school-based data collection (eg student A-Es)</li> <li>- systemic data (eg Regional benchmarks)</li> <li>- relative gain</li> <li>- student extension data</li> <li>- moderation of student work samples               <ul style="list-style-type: none"> <li>- year level moderation</li> <li>- cluster school moderation</li> </ul> </li> </ul> | Year 3 Reading<br>NMS 98%; U2B 30%<br>Year 5 Reading<br>NMS 98%; U2B 30%<br><br>Year 3 Writing<br>NMS 95%; U2B 30%<br>Year 5 Writing<br>NMS 95%; U2B 30%  | Terms 1,2,3,4 | Leadership Team<br>Pedagogical Leaders<br>Teachers |
| Data analysis cycles: <ul style="list-style-type: none"> <li>- GSS assessment framework</li> <li>- Running Records (PM Benchmark)</li> <li>- Data Walls</li> <li>- Levelled Literacy Intervention</li> <li>- School data profile</li> <li>- planned and regular data discussions – year level and teachers eg academic performance, trends, strategies for improvement</li> </ul>  | English 'C' or better data targets:<br>Year 3 77% (2018) to 80% (2019)<br>Year 4 69% (2018) to 75% (2019)<br>Year 5 67% (2018) to 75% (2019)<br>Year 6 66% (2018) to 75% (2019)<br><br>PM regional benchmarks | Ongoing       | Leadership Team<br>Pedagogical Leaders<br>Teachers |
| Additional data analysis and review: <ul style="list-style-type: none"> <li>- Student attendance</li> <li>- Individual support: ICP, ROW, LLI, EALD support</li> <li>- Behaviour Incidents</li> <li>- Student Engagement– student wellbeing, ESPs, Chaplaincy support, Student services, GO</li> </ul>   | Attendance: 93%<br>Gold/Silver levels > 80%   | Ongoing       | Leadership Team                                    |

| Domain 3: A culture that promotes learning   |  |            |                 |
|--|--|------------|-----------------|
| Actions  | Targets  | Timelines  | Responsibility  |
| School-wide culture that promotes learning <ul style="list-style-type: none"> <li>- Student engagement initiatives</li> <li>- GRAB Days</li> </ul> | Gold/Silver behaviour level at end of term > 80% | Term 1 - 4 | Leadership team |

|   |                  |            |   |
|---|------------------|------------|---|
| <ul style="list-style-type: none"> <li>- Behaviour levels</li> <li>- Consistent values and high expectations taught and embedded</li> <li>- Ongoing teacher training and mentoring</li> </ul> |                  |            |   |
| Student Leadership program  |                  | Term 1 - 4 | Principal and Deputy                    |
| Teaching teams led by Pedagogical Leaders   |                  | Term 1 - 4 | Leadership Team and Pedagogical Leaders |
| Staff Wellbeing   | SOS Morale > 90% | Term 1 - 4 | Leadership Team                         |

## School-wide Improvement continued

| Domain 4: Targeted use of school resources  |                               |           |                 |
|---|-------------------------------|-----------|-----------------|
| Actions   | Targets                       | Timelines | Responsibility  |
| Extensive school-wide resourcing:<br>- highly supported classrooms<br>- additional flexible staffing to meet student needs<br>- extension strategy<br>- staff professional learning matched to school priorities<br>- Leadership Pipeline<br>- 'Collegial Engagement'<br>- reading materials (class-based and intervention)<br>- ICT support resources<br>- Individual support: TLL, ICP, ROW, LLI, EALD support, speech language, Indigenous programs, specialised health management | Determined by school programs | Embedded  | Leadership Team |

| Domain 5: An expert teaching team  |         |                               |                                |
|--|---------|-------------------------------|--------------------------------|
| Actions  | Targets | Timelines                     | Responsibility                 |
| Professional Development (all staff):<br>- Australian Curriculum<br>- TLL framework<br>- C2C Framework<br>- Guided Reading/Writing<br>- Collegial Engagement<br>- Reading Framework<br>- DPFs, APDPs<br>- Digital Technologies, ICTs |         | Ongoing                       | Leadership Team                |
| Collegial Engagement: Coaching and Feedback<br>- external professional coach<br>- instructional coaching and feedback<br>- executive coaching<br>- WOW opportunities   |         | Ongoing                       | Leadership Team                |
| Glenvale 'Leadership Pipeline'<br>- individual capability building plans for aspiring staff (funding, release, support and professional learning)  |         | Ongoing                       | Leadership Team                |
| Explicit Instruction<br>- continue to embed lead model   |         | Ongoing                       | Leadership Team                |
| Alignment of key school-wide programs (PD offered to all teachers/specialist/teacher aides)  |         | PFD Term 1                    | Leadership team                |
| Professional Development (specific to T/A support)   |         | Ongoing                       | Deputy & HOC                   |
| School/cluster moderation to inform teach/learning cycle   |         | School: Termly Semester 1 & 2 | Teachers & Pedagogical Leaders |

| Domain 6: Systemic curriculum delivery  |  |           |                 |
|---|--|-----------|-----------------|
| Actions   | Targets  | Timelines | Responsibility  |
| Sequenced curriculum delivery and assessment:<br>- Embed C2C Framework<br>- Assessment and Reporting Framework<br>- Whole School Curriculum Plan<br>- A-E Targets: English, Maths & Science<br>- Co-construction and deconstruction of success criteria | English 'C' or better data targets:<br>Year 3 77% (2018) to 80% (2019) | Embedded  | Leadership Team |

|   |   |            |                 |
|---|---|------------|-----------------|
|   | Year 4 69% (2018) to 75% (2019)<br>Year 5 67% (2018) to 75% (2019)<br>Year 6 66% (2018) to 75% (2019)<br><br>PM regional benchmarks |            |                 |
| Pedagogical Framework<br>- Continue to embed, refine and celebrate<br>- Standards of Practice |   | Ongoing    | Leadership Team |
| Literacy-specific programs eg TLL Framework, Words Their Way, Reading Framework               |   | Term 1 - 4 | HOC             |

#### Domain 7: Differentiated teaching and learning

| <b>Actions</b>  | <b>Targets</b> | <b>Timelines</b> | <b>Responsibility</b>             |
|---|----------------|------------------|-----------------------------------|
| Literacy Support Plan, Words Their Way  |                |                  | HOC                               |
| Intervention: Case management meetings (FACES), LLI, ROW, Speech programs, OLEY POLEY, programs |                | Term 1 - 4       | HOC<br>Deputy<br>Teachers & Aides |
| School wide TLL Framework   |                | Embedded         | Leadership Team                   |
| Student learning goals and student feedback   |                | All year         | Leadership Team                   |
| ICPs, Student Engagement Plans  |                | All year         | Leadership Team and Teachers      |

#### Domain 8: Effective pedagogical practices

| <b>Actions</b>   | <b>Targets</b> | <b>Timelines</b> | <b>Responsibility</b>                   |
|--|----------------|------------------|---|
| Explicit Instruction Model<br>- TA and Teacher professional learning | All Staff      | Term 1 - 4       | Leadership Team                         |
| Pedagogical Framework  | All Staff      | Term 1 - 4       | Leadership Team and Pedagogical Leaders |
| Collegial Engagement   | All Staff      | Term 1 - 4       | Leadership Team and Pedagogical Leaders |
| Consistency of practice (Standards)                                  | All Staff      | Term 1 - 4       | Leadership Team and Pedagogical Leaders |
| Reading Framework (guided reading focus)                             | All Staff      | Term 1 - 4       | Leadership Team and Pedagogical Leaders |
| Staff and year level meetings weekly (professional learning focus)   | All Staff      | Term 1 - 4       | Leadership Team and Pedagogical Leaders |

**School-wide Improvement continued**

| <b>Domain 9: School-community partnerships</b>   |                |                  |                        |
|--|----------------|------------------|------------------------|
| <b>Actions</b>   | <b>Targets</b> | <b>Timelines</b> | <b>Responsibility</b>  |
| Community Partnerships: <ul style="list-style-type: none"> <li>- Kids Mentor Program</li> <li>- Harristown State High</li> <li>- Wilsonton State High</li> <li>- USQ pre service collaboration</li> </ul>  |                | All year         | Leadership Team        |
| Community Special Events: <ul style="list-style-type: none"> <li>- Superhero Day</li> <li>- NAIDOC Day</li> <li>- Fun Run</li> <li>- Mother's and father's day stalls</li> <li>- Prep Father's day</li> <li>- ANZAC day</li> <li>- Milne Bay Challenge</li> <li>- Literacy and Numeracy week</li> <li>- Student Council charity days</li> <li>- Prep Easter Parade</li> <li>- Prep Flower Festival</li> <li>- Christmas event</li> <li>- Discos</li> </ul> |                | Date specific    | Leadership Team<br>P&C |
| Parent Involvement and Student Celebration: <ul style="list-style-type: none"> <li>- P and C activities and programs – tuckshop, uniform store, outside school hours care facility</li> <li>- Volunteers program</li> <li>- Carnivals and musical events</li> <li>- Student leadership</li> <li>- Awards ceremony</li> </ul>   |                | Date specific    | Leadership Team<br>P&C |
| Parent and Community-based Communication: <ul style="list-style-type: none"> <li>- Twice termly year level newsletters</li> <li>- School newsletters</li> <li>- School website</li> <li>- Skoolbag app</li> <li>- Class Dojo</li> <li>- Meet and Greet</li> <li>- Parent Information Sessions</li> </ul>   |                | Date specific    | Leadership Team<br>P&C |

## Target 1: Embed Reading Framework

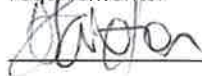
| Targeted Literacy Learning  |           |              |  |
|---|-----------|--------------|--|
| Actions   | Targets   | Timelines    | Responsibility                         |
| Data Wall Response Meetings (each year level)   |           | Twice a term | HOC<br>Deputy<br>Principal<br>Teachers |
| Embed TLL framework specifically targeting researched methodology in:<br>- guided reading and writing - comprehension strategies<br>- decoding strategies<br>- explicit focus lessons | All staff | Embedded     | Leadership Team                        |
| Staff professional development  | All staff | Term 1 - 4   | HOC                                    |
| P-6: Reading Eggs   |           | All Year     | Teachers                               |
| Levelled Literacy Intervention  | Regional  | Embedded     | HOC                                    |
| Years P-6 Reading Levels: PM Benchmarks   | Regional  | Term by term | Teachers                               |
| Extension Strategy  |           | Term 1 - 4   | Leadership Team<br>and Teachers        |

| Closing the gap   |          |           |                              |
|---|----------|-----------|------------------------------|
| Actions   | Targets  | Timelines | Responsibility               |
| As required: analysis of literacy and numeracy data for indigenous students and prioritise intervention accordingly | Regional | Immediate | Principal<br>Leadership Team |

| NAPLAN                                    |                |           |                             |
|---|----------------|-----------|-----------------------------|
| Actions                                   | Targets        | Timelines | Responsibility              |
| Year 3 reading targets:<br>- NMS<br>- U2B | 98.0%<br>30.0% | T1 and T2 | Leadership Team<br>Teachers |
| Year 5 reading targets:<br>- NMS<br>- U2B | 98.0%<br>30.0% | T1 and T2 | Leadership Team<br>Teachers |
| Year 3 writing targets:<br>- NMS<br>- U2B | 95.0%<br>30.0% | T1 and T2 | Leadership Team<br>Teachers |
| Year 5 writing targets:<br>- NMS<br>- U2B | 95.0%<br>30.0% | T1 and T2 | Leadership Team<br>Teachers |

### Endorsement

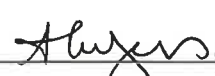
This plan was developed in consultation with the school staff and meets identified school needs and systemic requirements.



Principal



P &amp; C Representative



Assistant Regional Director