



Queens Beach State School

Annual Implementation Plan 2019

State and Regional Priorities

State Schools Strategy 2018-2022

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

NQR Priorities 2019

- Build Principal and other Leaders' capability to facilitate the *school improvement model* to identify and enact their school explicit improvement agenda in alignment with the State School Strategy
- Support Principal and other School Leaders to build capability of staff
- Develop strong collaboration between schools/regional teams and other agencies

School Improvement Priorities 2019

85% Students achieve a C or higher in English, Mathematics and Science

Consistency of Practice

Strategy: Collaborative Planning

Actions	Targets	Timelines	Responsible Officer/s
Plan with year level cohort weekly for consistency in curriculum delivery: <ul style="list-style-type: none"> • Build teacher capability through collaboration. • Internal moderation and share best practice. 	100% participation 85% students receiving a C in English, Math & Science	Term 1-4	Leadership Team Classroom Teachers Student Support Team
Build teacher capability through implementation of QBSS Pedagogical Framework: <ul style="list-style-type: none"> • Develop teacher curriculum clarity (through alignment). • Develop Learning Intention and Success Criteria from alignment. • An understanding of explicit teaching (learning sequence). • Assessment for and of learning. • Visible Learning. • Grow feedback techniques (feedback circles/ two stars and a wish). • Age Appropriate Pedagogies. 	100% staff participation and satisfaction	Term 1-4	Leadership Team Classroom Teachers Student Support Team

Strategy: Systematic Curriculum Delivery

Actions	Targets	Timelines	Responsible Officer/s
Continue to implement, review and align Whole School Curriculum, Assessment and Reporting with ACARA and QCAA: <ul style="list-style-type: none"> • Staff implement the Australian Curriculum by collaboratively writing and adapting current C2C units ensuring appropriate time allocations for all learning areas 	100% teachers implementing Australian Curriculum	Term 1 - 4	Leadership Team Classroom Teachers Student Support Team

Strategy: Effective Pedagogical Practices

Actions	Targets	Timelines	Responsible Officer/s
Gradual release of responsibility used across the school: <ul style="list-style-type: none"> • Students and staff can articulate Learning Intentions and Success Criteria. • Students and staff can articulate WALT (How am I teaching it? Modelled/guided/independent) and WILF (evidence of learning). • Bookwork and evidence of learning drives pedagogy. 	100% staff agree on feeling confident applying evidence based teaching and learning practices	Term 1-4	Leadership Team Classroom Teachers Student Support Team Teacher Aides
Build teacher capability to reflect on the use of QBSS Pedagogical Framework: <ul style="list-style-type: none"> • The 5 questions for teachers (What am I teaching? Why am I teaching it? How am I teaching it? How will I know when the students have learnt it? What next?). • The 5 questions for students (What are you learning? How are you doing? How do you know? How can you improve? Where can you go for help?). 	85% students receive a C in English, Math and Science	Term 1 - 4	Leadership Team Classroom Teachers Student Support Team Teacher Aides
Collaborative observation and feedback culture: <ul style="list-style-type: none"> • Embed co-plan, co-teach, co-reflect cycles. • Grow instructional coaching model in all classrooms. • Regular Instructional feedback to teachers. • Track summative tasks through data wall and build scaffolding techniques for inclusion (learning support students / extension). 	85% students receive a C in English, Math and Science	Term 1 -4	Leadership Team Classroom Teachers Student Support Team Teacher Aides



Successful Learners

Strategy - Attendance			
Actions	Targets	Timelines	Responsible Officer/s
Continue to promote the importance of attendance: <ul style="list-style-type: none"> Through a variety of positive reinforcement (winning class % trophy, celebrate in newsletter/social media, whole school awards for days). Staff to implement student attendance policy. 	95% each week	Term 1-4	Deputy Principal Classroom Teachers Student Support Team
Review students with poor attendance and look for ways to support families in attending school more regularly: <ul style="list-style-type: none"> Student support referral. Liaise with families to support attendance. Enlist outside agencies to assist families if required. 	<5% students under 80% attendance	Term 1-4	Deputy Principal Classroom Teachers Student Support Team
Strategy - Student Support			
Actions	Targets	Timelines	Responsible Officer/s
Grow community networks that can assist students' to access their learning: <ul style="list-style-type: none"> Meeting with NDIS providers. Meeting with external support agencies. Complex Case Management. 	Regular meetings to cater for vulnerable students	Term 1- 4	Principal Student Support Team
Differentiate curriculum and assessment to cater for the diverse social, cultural and academic needs for all students: <ul style="list-style-type: none"> Embed policy for identification of students in accordance with the Inclusive Education Policy. Alignment of ICPs, PLPs, teaching, assessment and reporting on OnsSchool. Bandscales (EALD). Closing the Gap. Gifted and Talented. 	100% Staff	Term 1 - 4	Principal Student Support Team Classroom Teachers
Strategy - Student Wellbeing			
Actions	Targets	Timelines	Responsible Officer/s
Review the behaviour strategies in the school for a consistent approach towards behaviour management: <ul style="list-style-type: none"> Strengthen staff Essential Skills in Classroom Management. Establish classroom 'Profiling' schedule (ESCMs). Analysis of school data to determine priority areas and alignment strategies. Develop emotional connection between student, class, teacher and parents. 	100% staff enact the QB behaviour standards	Term 1 -4	Leadership Team Classroom Teachers Student Support Team
Establish a whole school Student Learning and Wellbeing Framework: <ul style="list-style-type: none"> Develop a committee focused on the learning and wellbeing of students Audit whole school wellbeing programs (KidsMatter/Be You, 5 Keys to School Success) and develop Queens Beach whole school program. 	Whole school framework established	End of 2019	Leadership Team Classroom Teachers Student Support Team

Coaching and Feedback for All

Strategy - Teacher Performance			
Actions	Targets	Timelines	Responsible Officer/s
All staff participate in the developing performance plan: <ul style="list-style-type: none"> Use staff goals to target professional development opportunities. Embed the developing performance plan process in the school and have staff see the process to be directly linked to their capacity building. Use the AITSL standards to build teacher capacity. 	100% staff participate	Term 1 - 4	All Staff
Strategy - Parent and Community Engagement			
Actions	Targets	Timelines	Responsible Officer/s
Strengthen communication and information dissemination mechanisms: <ul style="list-style-type: none"> Communicate the school vision. Grow school/community connections through whole school events. Build a parent and community voice- seek parent voice and respond through a range of feedback mechanisms. Grow an informed engaged parent community – online communication (Facebook, QSchools etc). Communicate learning expectations to parents via planned school communication protocols (class newsletters, school communication mechanisms), whole school interview protocols and end of unit celebrations of learning. 	SOS satisfaction and parent survey	Term 1 - 4	Leadership Team Classroom Teachers Student Support Team
Engage and inform parent community in curriculum standards and student learning: <ul style="list-style-type: none"> Communicate learning expectations to parents via planned school communication protocols (class newsletters, school communication mechanisms), whole school interview protocols and end of unit celebrations of learning. 	SOS satisfaction and parent survey	Term 1 - 4	Leadership Team Classroom Teachers Student Support Team
Strategy – Student Performance			
Actions	Targets	Timelines	Responsible Officer/s
Provide students with the opportunity to become assessment capable learners: <ul style="list-style-type: none"> Use metalanguage to articulate to answer the 5 questions for students students (What are you learning? How are you doing? How do you know? How can you improve? Where can you go for help?). Articulate where they are in the learning pit. 	All students can articulate learning goals and next steps to improve	Term 1 - 4	Leadership Team Classroom Teachers Student Support Team

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