



## Dalby State School

### Annual Implementation Plan 2019

## School Improvement Priorities 2019

### 2019 Core Priorities: School Improvement Agenda

#### LITERACY (Reading Focus)

By April, increase the percentage of Year 3 students in the U2B in reading from 34% to 38%.

By April, increase the percentage of Year 5 students in the U2B in reading from 26% to 30%.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 97% in 2018 in Year 3 reading to 99% in 2019.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 96% in 2018 in Year 5 reading to 98% in 2019.

By the end of 2019, increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 68% to 74%.

By the end of 2019 84% of students from Prep – Year 6 will receive a “C” or above in English for Semester 1 & 2.

#### NUMERACY

By April, increase the percentage of Year 3 students in the U2B in numeracy from 25% to 29%.

By April, increase the percentage of Year 5 students in the U2B in numeracy from 25% to 29%.

By the end of 2019, 88% of students from Prep – Year 6 will receive a “C” or above in Maths for Semester 1 & 2.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 90% in 2018 in Year 3 numeracy to 95% in 2019.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 94% in 2018 in Year 5 numeracy to 98% in 2019.

#### ATTENDANCE

Attendance target to remain at 94% (C and above) in 2019.

### CORE PRIORITY: Literacy – (Reading Focus)

NAPLAN & Academic data

By April, increase the percentage of Year 3 students in the U2B in reading from 34% to 38%.

By April, increase the percentage of Year 5 students in the U2B in reading from 26% to 30%.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 97% in 2018 in Year 3 reading to 99% in 2019.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 96% in 2018 in Year 5 reading to 98% in 2019.

By the end of 2019, increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 68% to 74%.

By the end of 2019, 84% of students from Prep – Year 6 will receive a “C” or above in English for Semester 1 & 2.



*Improvement priority*

Strategy			
Action Area 1: CURRICULUM, TEACHING AND LEARNING	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Increase teacher repertoire of effective strategies for teaching reading text and comprehension by using the literacy continuum.</li> </ul>	100% of teachers participate in training	By the end of 2019	Teaching and Learning Coach
<ul style="list-style-type: none"> <li>Prepare Upper 2 Band students to excel in literacy by extending students in the classroom by using digital technology and higher order thinking strategies.</li> </ul>	30% of USB	By the end of 2019	HOSES & Tech Ambassador
<ul style="list-style-type: none"> <li>Introduce and implement the LEADS program to differentiate for U2B, high achievers and gifted and talented in Literacy.</li> </ul>	60% of students participate in the Lead Program	By the end of 2019	HOSES
<ul style="list-style-type: none"> <li>Intently focusing on English planning, examining Guide to Making Judgement/Achievement Standards and backward map "Success Criteria" and "Learning Intent" of units of work.</li> </ul>	100% of teachers participate in training (Yr 3-6)	By the end of 2019	Principal, DPs, Teaching and Learning Coach, HOSES, Cohort coordinators
<ul style="list-style-type: none"> <li>Focus on vocabulary development and higher order thinking strategies to support and extend student learning.</li> </ul>	100% of teachers participates in training	By the end of 2019	Principal, DPs, Teaching and Learning Coach, HOSES, Cohort coordinators
<ul style="list-style-type: none"> <li>Improve teacher capabilities, including pedagogical practice, data analysis, through professional development and focused feedback to achieve improved student outcomes in literacy (Reading Focus)</li> </ul>	80% of staff feel supported in this area	By the end of Term 3 2019	Principal/Deputy Principals, HOSES and Teaching and Learning Coach
<ul style="list-style-type: none"> <li>Enhance the use of ICT/digital technology for the teaching of literacy across all Key Learning Areas</li> </ul>		By the end of 2019	Tech Ambassador & DPs
<ul style="list-style-type: none"> <li>Enhance the teaching of guided reading in the classroom when delivering reading rotation or when teaching literacy across all key learning areas</li> </ul>	100% of teachers participate in the observation & feedback of guided reading	By the end of 2019	Teaching & Learning Coach, Reading Coaches
<ul style="list-style-type: none"> <li>Improve teacher's capacity to differentiate to cater for all learners.</li> </ul>	80% of teachers are confident in this area	By the end of Term 3, 2019	HOSES
<ul style="list-style-type: none"> <li>Collect and analyse reading data to identify strategies needed to support student reading.</li> </ul>	100% of teachers collect data & meet due dates	By the end of Term 2, 2019	Teaching & Learning Coach, Principal Reading Coaches
<ul style="list-style-type: none"> <li>Continue conversations and focus work on the transition of 'The Arts', Health and Physical Education, Digital and Design technology ready for implantation in 2020.</li> </ul>	100% of teachers are aware of the changes	By the end of 2019	Teaching & Learning Coach, Deputy Principals, Tech Ambassador, Specialist Teachers

*Improvement priority*

Strategy			
Action Area 2: SCHOOL ORGANISATION, ETHOS AND CULTURE	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Create Professional Learning Communities across cohorts to improve literacy and numeracy from Prep – Year 6 through cohort meetings, led by cohort coordinators, line managed by Strategic Leaders</li> </ul>	100% of staff participating in developing performance conversations	By the end of 2019	Strategic leaders & cohort coordinators
<ul style="list-style-type: none"> <li>Continue to implement our Letters and Sounds program in Prep (oral language/phonological/phonemic)</li> </ul>	Full implementation in Prep & Yr 1	By the end of Term 3, 2019	Teaching and Learning Coach/SLP HOSES/SLP, SLAN, Prep cohort coordinator.
<ul style="list-style-type: none"> <li>Continue with Read-it-again in Prep supported by the Teaching and Learning Coach and SLP.</li> </ul>	74% of Prep students achieving benchmark	By the end of Term 2, 2019	Teaching and Learning Coach, SLP & Prep teachers
<ul style="list-style-type: none"> <li>Use concepts of Professional Learning Community to drive strategic, cohort, staff and support meetings (Strategic, cohorts, teachers and support staff)</li> </ul>	100% of staff understand the significance of PLC	By the end of 2019	Strategic leaders & Cohort Coordinators
<ul style="list-style-type: none"> <li>To enhance Literacy results, continue targeted Professional Development to increase teacher's understanding of the Australian Curriculum: literacy and numeracy and provide targeted and scaffolded instruction.</li> </ul>	100% participating in the Australian Curriculum training	By the end of 2019	Teaching & Learning Coach, Deputy Principals, Tech Ambassador, Specialist Teachers
<ul style="list-style-type: none"> <li>Implement walk through, observation and feedback, coaching cycle to enhance the teaching of reading in Prep – Yr 7</li> </ul>	100% of teachers involved in reflective conversations	By the end of 2019	Reading Coaches Teaching and Learning Coach Strategic Leaders
<ul style="list-style-type: none"> <li>Continue to implement the Well- being framework for collegial support in the explicit teaching of literacy</li> </ul>	80% of teachers participating in collegial support programs around reading	By the end of 2019	Deputy Principals

*Improvement priority*

Strategy			
Action Area 3: PARTNERSHIPS AND SERVICES	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Provide education for parents of Pre-Prep to Year 6, to support the development of oral language and early literacy at home supported by our Speech Pathologist</li> </ul>	One session a term on oral language	By the end of 2019	SLP, Teaching and Learning Coach, HOSES & SLAN
<ul style="list-style-type: none"> <li>Provide education for Parents of Prep – Yr 6 to broaden knowledge of digital and design technology integrated into the curriculum.</li> </ul>	One session a term with parents	By the end of 2019	Tech Ambassador
<ul style="list-style-type: none"> <li>Introduce before and after school tutoring program to support students in English (through reading).</li> </ul>	Homework classes to be implemented	By the end of 2019	HOSES
<ul style="list-style-type: none"> <li>Continue to support the early and post transition of students</li> </ul>	100% students to be part of early & post transition	By the end of 2019	Deputy Principals



**CORE PRIORITY: Numeracy**

By April, increase the percentage of Year 3 students in the U2B in numeracy from 25% to 29%.

By April, increase the percentage of Year 5 students in the U2B in numeracy from 25% to 29%.

By the end of 2019, 88% of students from Prep – Year 6 will receive a “C” or above in Maths for Semester 1 & 2.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 90% in 2018 in Year 3 numeracy to 95% in 2019.

By April, increase the percentage of students at or above the NAPLAN National Minimum Standard from 94% in 2018 in Year 5 numeracy to 98% in 2019.

Strategy			
Action Area 1: CURRICULUM, TEACHING & LEARNING	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Identify vertical alignment of the curriculum from Prep to Year 6 (Elaborations and Achievement standards)</li> </ul>	100% of Yr 3 – 6 understanding of Aust Curriculum	By the end of Term 2	Deputy Principals, Teaching & Learning Coach
<ul style="list-style-type: none"> <li>Intently focusing on Maths planning, examining Guide to Making Judgement/Achievement Standards and backward map “Success Criteria” and “Learning Intents” (warm ups) of units of work</li> </ul>	100% implementation P – 6 of learning intents & success criteria	By the end of 2019	Principal, Deputy Principals, Teaching and Learning Coach, HOSES & Cohort co-ordinator
<ul style="list-style-type: none"> <li>Identify terminology/vocab specific to numeracy and vertically track this through Prep to Year 6 – have as evident in classroom and planning documents</li> </ul>	100% of teachers attending Pat Hipwell’s training	By the end of Term 2	Deputy Principals, Teaching and Learning Coach, HOSES & Cohort co-ordinator
<ul style="list-style-type: none"> <li>Enhance the use of ICT/digital technology for the teaching of numeracy across all Key Learning Areas.</li> </ul>	100% of teachers using ICT in Prep-Yr 6	By the end of 2019	Tech Ambassador & Deputy Principals
<ul style="list-style-type: none"> <li>Enhance planning of Maths by focusing on vocab development and higher order thinking strategies to enhance and support all learners</li> </ul>	100% of teachers focus on the teaching of vocab in Maths	By the end of 2019	Deputy Principals & Teaching and Learning Coach, Cohort Coordinators
<ul style="list-style-type: none"> <li>Introduce and implement the DSS LEADS Program to differentiate for U2B, high achievers, Gifted and Talented in Numeracy</li> </ul>	100% of Teachers demonstrate differentiation	By the end of 2019	HOSES
<ul style="list-style-type: none"> <li>To enhance Numeracy results, continue targeted Professional Development to increase teacher’s understanding of the Australian Curriculum: literacy and numeracy and provide targeted and scaffolded instruction</li> </ul>	100% of teachers involved in Pat Hipwell’s PD	By the end of 2019	Teaching & Learning Coach, Deputy Principals, Tech Ambassador, Specialist Teachers

*Improvement priority*

Strategy			
Action Area 2: SCHOOL ORGANISATION, ETHOS AND CULTURE	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Create Professional Learning Communities across cohorts to improve Numeracy (focussing on number) from Prep – Year 6 through cohort meetings, led by cohort coordinators, line managed by Strategic Leaders</li> </ul>	100% of teachers lead by their year co-ordinator in leading learning	By the end of 2019	Deputy Principals, Teaching and Learning Coach, Tech Ambassador, Cohort Coordinators
<ul style="list-style-type: none"> <li>Establishing a mentoring, observation, feedback and coaching schedule for all teachers to enhance the teaching of Maths in the classroom and Numeracy across all KLAS.</li> </ul>	100% of teachers involved in observation & feedback	By the end of 2019	Principal, Deputy Principals, Teaching and Learning Coach, Cohort Coordinators
<ul style="list-style-type: none"> <li>Improve teacher capabilities, including pedagogical practice, data analysis, through professional development and focussed feedback to achieve improved student outcomes in Maths/Numeracy</li> </ul>	100% participation in case management meetings	By the end of 2019	Principal, Teaching and Learning Coach & Deputy Principals
<ul style="list-style-type: none"> <li>Explore and begin to map students on the Numeracy Continuum</li> </ul>	100% of teachers track students numeracy while using the Numeracy continuum	By the end of 2019	Deputy Principals & Teaching and Learning Coach, HOSES, Cohort Coordinators

*Improvement priority*

Strategy			
Action Area 3: PARTNERSHIPS AND SERVICES	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Provide education for parents of Pre-prep to Year 6, to distinguish the difference between Numeracy and Mathematics and encourage their involvement</li> </ul>	One parent session per term	By the end of 2019	Principal, Deputy Principals, Teaching and Learning Coach & HOSES
<ul style="list-style-type: none"> <li>Discuss the parent role in supporting students with Maths/Numeracy at home.</li> </ul>	One parent session per term	By the end of 2019	Principal, Deputy Principals, Teaching and Learning Coach & HOSES, Tech Ambassador
<ul style="list-style-type: none"> <li>Explore partnerships with local engineering firms to enhance coding/design and engineering &amp; STEM</li> </ul>	One meeting with local interest group per term	By the end of 2019	Teach Ambassador Deputy Principals
<ul style="list-style-type: none"> <li>Introduce before and after school tutoring program to support students in English and Maths.</li> </ul>	Homework classes two days per week	By the end of 2019	HOSES, Teachers, Teacher Aides
<ul style="list-style-type: none"> <li>Continue to support the transition of students – early and post primary</li> </ul>	100% involved in transition	By the end of 2019	Deputy Principals, Principal, Lift/Lift Off Staff

**CORE PRIORITY: Attendance**

Attendance target to remain at 94% in 2019.

Strategy			
Action Area 1: CURRICULUM, TEACHING & LEARNING	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Continue the tracking of student attendance by teachers, year level cohort co-ordinators and strategic leaders.</li> </ul>	94% attendance	By the end of 2019	Cohort Coordinators, Strategic Leaders
<ul style="list-style-type: none"> <li>Attendance team will continue to track and monitor attendance, reporting back to teaching and administration</li> </ul>	94% attendance target	By the end of 2019	Deputy Principals, Teaching and Learning Coach, HOSES
<ul style="list-style-type: none"> <li>Attendance Service Commitment policy and expectations in enrolment pack to promote 94% target</li> </ul>	94% demonstrated by students needing support	By the end of Term 2, 2019	Deputy Principals, Teaching and Learning Coach, HOSES & Learning and Achieving Team

*Improvement priority*

Strategy			
Action Area 2: SCHOOL ORGANISATION, ETHOS AND CULTURE	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Develop whole school and cohort strategies to improve attendance.</li> </ul>	100% involvement of staff	By the end of Term 2, 2019	Strategic Leaders, Cohort Coordinators
<ul style="list-style-type: none"> <li>Continue to highlight attendance data in weekly communication with staff</li> </ul>	Attendance is highlighted weekly.	By the end of 2019	Deputy Principals
<ul style="list-style-type: none"> <li>Refine the attendance team, roles and responsibilities</li> </ul>	All roles & responsibilities of attendance team shared	By the end of 2019	Deputy Principals

*Improvement priority*

Strategy			
Action Area 3: PARTNERSHIPS AND SERVICES	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Continue to work with school community on the importance of attendance and its alignment to student academic success.</li> </ul>	100% implementation of student attendance success program	By the end of Term 3, 2019	Principal, HOSE
<ul style="list-style-type: none"> <li>Liaise with re-engagement hub</li> </ul>	Once a term meeting	By the end of 2019	Deputy Principals, HOSES
<ul style="list-style-type: none"> <li>Develop partnership with community agencies to support attendance of all students (Indigenous and non- Indigenous)</li> </ul>	Once a term meeting with interagency	By the end of Term 3, 2019	Principal, HOSES, Indigenous Teacher aide
<ul style="list-style-type: none"> <li>Creation of an attendance officer (teacher aide) to support students at risk and of attendance challenges</li> </ul>	3 hours per week	By the end of Term 3, 2019	Teacher Aide Attendance Officer

**ONGOING PRIORITIES: Behaviour & Effort**

- By the end of 2019, 94 % of students will receive a “C” and above for behaviour in Semester 1 & 2
- By the end of 2019, 97% of students will receive a “C” or above for Effort in Semester 1 & 2.

ONGOING PRIORITIES	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>• Continue to implement data discussion at a school and class level by using the “Putting Faces on the data” processes through the work of Lyn Sharratt.</li> </ul>	100% implementation of data wall & case management meeting	By the end of Term 3, 2019	Strategic Leaders, Cohort Coordinators
<ul style="list-style-type: none"> <li>• Understand the importance of “knowing your students” and power of positive relationship building with students and parents through Age Appropriate Pedagogy, iAIM initiative, digital pedagogy and elective subjects (Music, Art, LOTE and PE).</li> </ul>	100% implementation of age appropriate PD for P-Yr2	By the end of Term 3, 2019	HOSES, Deputy Principals, Teaching and Learning Coach and Tech Ambassador
<ul style="list-style-type: none"> <li>• Ongoing implementation of Positive Behaviour of Learning Framework &amp; acknowledging the importance of effort</li> </ul>	Ongoing PD offered to teachers once per term.	By the end of Term 3, 2019	Deputy Principals & PBL coordinator, PBL team
<ul style="list-style-type: none"> <li>• Continue with the implementation of the Staff and Student Well- being framework and program</li> </ul>	Check in once at the beginning and end of term	By the end of 2019	Staff Well-being team Staff well-being coordinator Principal and Deputy Principals
<ul style="list-style-type: none"> <li>• Continue to case manage students with at risk behaviour.</li> </ul>	100% commitment by all teachers to case manage students – Putting Faces on the Data	By the end of 2019	Deputy Principals

**Endorsement**

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

**Principal:****Ms Mona Anau****Date: 28.02.2019**

**Assistant Regional Director:****Mr Michael Flood****Date:****School Council Chair:****Mr Todd Summerville****Date: 28.02.2019**

