



## 2019 Annual Implementation Plan

### Improvement Priority 1. Explicit Improvement Agenda: Oral Language Approach to Writing

#### Targets

20% of students achieving U2B in Year 3

20% of students achieving U2B in Year 5 Writing

Improvement in the use of less common words as indicated by random sampling in Years 2 and 4. (Sampling at the end of term 1, 2 and 3)

<b>Strategy:</b>	ETT, EPP: Pedagogy Coaches work collaboratively with the teaching staff to improve writing pedagogy within a culture of feedback and growth.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Deployment of 2 x 0.6 writing coaches to work across P-2 and Year 3-6.	Term 1	Principal	
Plan and present full day SFD PD on writing Curriculum and process, 6 Traits of Writing.	Term 1	Joel Batson, Jacki Goss, Tammy Kelly, Julie Lowry	
Implement the Oral Language Approach to Writing Feedback and Reflection Tool for Teachers through the APR process.	Term 1	Joel Batson, Kyla Bonney, Catherine Dolphin, Trevor Durbidge, Jacki Goss, Tammy Kelly, Gerard Quinn	
Develop coaching schedules based on student work samples and teacher analysis of this data.	Term 1	Joel Batson, Jacki Goss, Tammy Kelly	
Plan and present full day SFD PD on writing Curriculum and process, 6 Traits of Writing,	Term 4	Joel Batson, Jacki Goss, Tammy Kelly, Julie Lowry	
<b>Strategy:</b>	TSR; DTL: Deployment of paraprofessional staff to support differentiation within the writing process.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop and implement a whole school approach to utilising teacher aide support in writing routines.	Ongoing	Joel Batson, Kyla Bonney, Trevor Durbidge, Julie Lowry, Gerard Quinn	




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**Strategy:** ETT, EPP, ADD: Deepening moderation practices.

<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Moderation - Term 2 & 4 - moderation of year level writing task and term 4 calibration of English folio of work. Cluster moderation sessions to enhance skills and calibration.	Ongoing	Joel Batson
Implement proficiency scales throughout the Growth Cycle	Ongoing	Principal, Deputy Principal, HOC
Engage with cluster moderation learning opportunities	Term 2	Principal, HOC

**Strategy:** EPP Development of school wide expectations in Literacy Routines.

<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Embed expectations for the teaching of writing through whole school, year level and individual teacher processes, monitoring and evaluation.	Ongoing	Principal, Deputy Principal,  HOSES, Year Coordinator
Refine role of STL&N to include explicit calibration of reading practices across the school.	Ongoing	Joel Batson, Julie Lowry
Implement the school's NAPLAN strategy.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator
Embed Oral Language learning in all classrooms.	Ongoing	Principal, Deputy Principal, HOC, HOSES




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**Strategy:** ADD; SCD; Development of proficiency scales for Writing Prep - Year 6.

<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to develop teacher knowledge of the Australian Curriculum, the Achievement Standards and the proficiency scales as a tool for monitoring student outcomes.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator
Develop student friendly proficiency scales.	Term 2	HOC

**Strategy:** SCD: Collaborative development of writing-focused units of work.

<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Provide release time for sector curriculum leaders to meet with HOC to plan new units of work.	Ongoing	HOC

**Strategy:** ADD, EPP, Facilitate a short data cycle (GROWTH cycle) utilising school proficiency scale and collaborative approaches to interventions

<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Conduct initial writing analysis at start of the year for term 1 Growth Cycle	Term 1	HOC
Leadership team to work with a range of teachers to facilitate discussions around the strategies required to address student needs	Ongoing	Principal, Deputy Principal, HOC, HOSES
Coaches respond to pedagogical needs identified through the growth cycle and linked to APR processes	Ongoing	Jacki Goss, Tammy Kelly





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Strategy: EPP, SCD, Professional Development focussed on the 6 plus 1 Traits, Writing Process and engagement of expert Writing consultants to support teacher and teacher aides

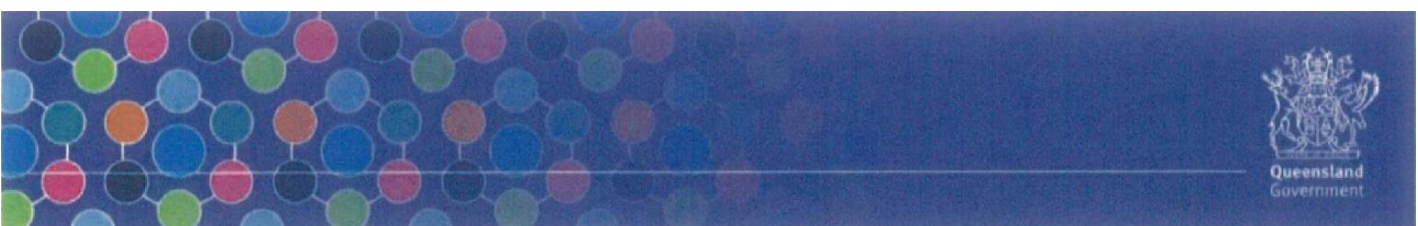
Actions	Timeline	Responsible Officer(s)
HOC and school Writing Team leaders present ongoing PD for all staff	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator
Engage external consultant to refine theory into practice and provide critical friend insights to the school Leadership Team	Ongoing	Principal, Deputy Principal, HOC, HOSES
Continue to provide tailored and responsive PD for all teacher aides on Writing	Ongoing	Principal, Deputy Principal, HOC, HOSES




**Improvement Priority 2. Supporting Improvement Agenda: PBL**
**Targets**

96% of parents agree that Student Behaviour is well managed at this school  
 Over 96% of staff agree the Student Behaviour is well managed at this school  
 20% reduction in number of behaviour incidents recorded by location (Play, Eating, Classroom)  
 20% reduction in number of behaviour incidents of physical misconduct, non-compliant with routine, and disruptive  
 20% reduction in short-term suspensions (1 - 6 days) in Prep to Year 6  
 30% increase in recorded in One School Positive Behaviour entries by Category  
 95% achievement or higher in 2019 School Evaluation Tool (SET) survey data  
 Increase to 93% or above SOS parent opinion that "Teachers at this school treat students fairly" Increase to 95% Student SOS result in "Student behaviour in well managed at my school"

<b>Strategy:</b>	ADD, CPL, EPP, ETT: Whole school sweep of Classroom profiling supports whole school approach to behaviour management.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Whole school sweep data is entered and analysed to provide future directions and foci.	Term 2	Janet Thomson
Classroom profiling explanation and sweep orientation offered for all teaching staff by Behaviour Support Teacher.	Ongoing	Janet Thomson
All teaching staff are Classroom Profiled by BST and teacher aides are offered as option.	Ongoing	Janet Thomson
<b>Strategy:</b>	CPL, SCD, EPP: Whole school approach to Restorative Practices and Essential Skills for Classroom Management implemented across the school through training, mentoring and coaching.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
ESCM refresher offered for all staff.	Ongoing	Janet Thomson
ESCM linked to all PBL lessons and documented in the Scope and Sequence each term.	Ongoing	Janet Thomson
Professional development (possible refresher) on restorative practices for all staff.	Ongoing	Kerry Bowd, Nicole Merritt, Janet Thomson
Students taught restorative approach through lessons and modelling.	Ongoing	Janet Thomson
<b>Strategy:</b>	ETT, EPP: Behaviour Coach works collaboratively with staff to lead implementation of whole school approach to supporting positive behaviour for learning.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Behaviour Management Coach employed 0.4FTE.	Ongoing	Gerard Quinn
Behaviour Management Coach leads PBL Team and works collaboratively with team leaders and school administration team.	Ongoing	Kyla Bonney, Gerard Quinn, Janet Thomson




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 Increase to 95% Student SOS result in "Student behaviour in well managed at my school"

**Strategy:** ADD, CPL, TUSR, SCD: Increased options identified and implemented for acknowledging and supporting positive behaviour across the school.

<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Share positive behaviour reward systems with all staff.	Ongoing	Mark Greenland
Expectations around data entry of behaviour incidents, contact and positive behaviour on One School is enforced.	Ongoing	Kyla Bonney, Trevor Durbidge, Mark Greenland, Sarah Mewha, Gerard Quinn, Janet Thomson

**Strategy:** ADD, CPL, TUSR, DTL: Clear procedures developed for referral and increased appropriate strategies employed and maintained for Tier Two targeted supports, including creation of Tier Two PBL sub-team.

<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Whole school expectations around tier 1, 2 and 3 students are enforced,	Ongoing	Kyla Bonney, Trevor Durbidge, Gerard Quinn, Janet Thomson
PBL teams work within a 3 Tiered system during team meeting cycle to manage all students in a differentiated manner.	Ongoing	Kyla Bonney, Mark Greenland, Janet Thomson




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<b>Strategy:</b>	ADD, CPL, TUSR, DTL: Functional behaviour assessment, including individualised data collection and development of individual behaviour support plans, ensures intensive support for students with high needs.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Trained teacher aides to complete Functional Behaviour data collection on need.	Ongoing	Kyla Bonney, Trevor Durbidge, Janet Thomson
AusIdentities profiles incorporated into individual behaviour support planning.	Ongoing	Sarah Mewha, Janet Thomson
ABC data collection occurs in a timely and responsive manner based on individual student needs.	Ongoing	Kyla Bonney, Janet Thomson
Individual behaviour support plans developed, implemented and monitored through a team approach for all Red Zone students.	Ongoing	Janet Thomson




**Improvement Priority 3. STEM Initiative**
**Targets**

Increase student ICT skills by utilising ICT Capability standards, classroom computers, computer labs and classroom Pads.

Increase number of students participating in STEM competitions.

Increase number of students and teachers using coding and other digital curricula strategies within the classroom as well as clubs.

Increase number of students accessing the STEM room. Trial ICT capability standards across all year levels, Optional PD in ICT to be offered across the year.

<b>Strategy:</b>	ETT-EPP: STEM Coach leading the STEM programs and team to develop teacher capabilities within the Design and Digital Technologies curriculum (2018 - 2021)		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Provide STEM Coach for the equivalent 1 day a week to support teachers to become familiar with, teach and assess Design and Digital Technologies units and provide coaching for STEM activities.	Ongoing	Joel Batson, Melanie McKinless, Gerard Quinn	
<b>Strategy:</b>	EPP-ETT-SCD: Ongoing partnership with Sunshine Coast Environmental Education Centre regarding STEM programs and professional development.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Termly meeting held between both partners to continue to look for improvements through feedback and action	Ongoing	Joel Batson, Gerard Quinn	
<b>Strategy:</b>	ADD - Scan and assess student knowledge and skills in STEM and Digital Technologies.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Create survey pre and post units to assess knowledge and skills in staff and student terms	Ongoing	Melanie McKinless, Gerard Quinn	
Analyse results of surveys and integrate actions into future planning	Ongoing	Robert Bauer, Charlotte Bell, Kerry Bowd, Sarah chancellor, Tonia Davidson, Melanie McKinless, Helen Petts, Gerard Quinn, Linda Rigby	





### Improvement Priority 3. STEM Initiative

#### Targets

Increase student ICT skills by utilising ICT Capability standards, classroom computers, computer labs and classroom iPads.

Increase number of students participating in STEM competitions.

Increase number of students and teachers using coding and other digital curricula strategies within the classroom as well as clubs.

Increase number of students accessing the STEM room.

Trial ICT capability standards across all year levels.

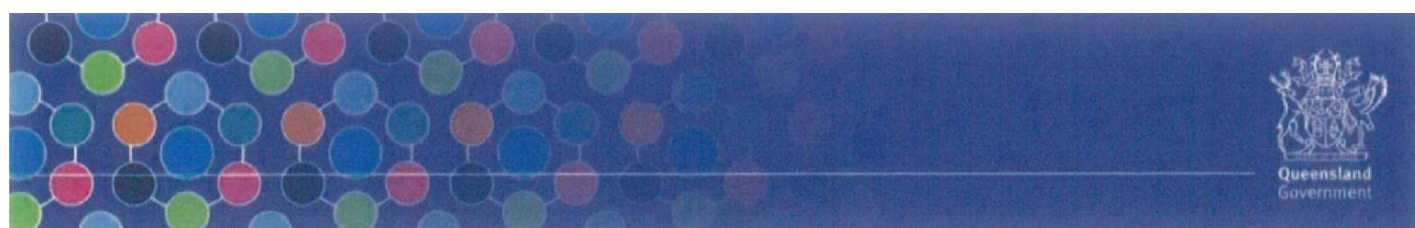
Optional PD in ICT to be offered across the year.

**Strategy:** TUR - Scan and assess STEM and Digital Technologies resources, develop STEM learning areas and create purchasing plan to support curriculum.

Actions	Timeline	Responsible Officer(s)
Conduct an audit of STEM, design and digital technology resources and their location	Term 1	Melanie McKinless
Refine maker space area to base STEM activities for whole of school use	Ongoing	Robert Bauer, Kerry Bowd, Sarah Chancellor, Tonia Davidson, Melanie McKinless, Helen Petts, Gerard Quinn, Linda Rigby

**Strategy:** DTI - Create innovative clubs, competitions and opportunities for students to enrich their STEM and digital learning.

Actions	Timeline	Responsible Officer(s)
Offer lunch time clubs in Coding, Makerspace, Engineering, Environmental and Robotics.	Ongoing	Robert Bauer, Kerry Bowd, Sarah Chancellor, Tonia Davidson, Melanie McKinless, Linda Rigby
Offer opportunities for students to participate in Lego robotics competitions (Robo Cup) and Drone meets within the Sunshine Coast area.	Ongoing	Robert Bauer, Kerry Bowd, Tonia Davidson, Gerard Quinn





### Improvement Priority 3. STEM Initiative

#### Targets

Increase student ICT skills by utilising ICT Capability standards, classroom computers, computer labs and classroom iPads.

Increase number of students participating in STEM competitions.

Increase number of students and teachers using coding and other digital curricula strategies within the classroom as well as clubs.

Increase number of students accessing the STEM room.

Trial ICT capability standards across all year levels.

Optional PD in ICT to be offered across the year.

<b>Strategy:</b>	Develop ICT capabilities and create lessons designed for classes around the capabilities	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
STEM team to liaise with YLC and HOC in term 4 to discuss outcomes of the ICT capability standards	Ongoing	Joel Batson, Melanie McKinless
Offer optional ICT, STEM PD across the year by STEM team members and STEM champion.	Ongoing	Joel Batson, Robert Bauer, Tonia Davidson, Melanie McKinless

### Improvement Priority 4. Working Mathematically Initiative

#### Targets

80% of teaching staff state that they engaged in components/ initiatives of the 'Number Facts Fluency' agenda.

80% staff acknowledge they have improved in their responsiveness to Maths Diagnostic Assessment

Data. 90% of students are achieving increased results in Maths Diagnostic Assessment Post-tests.

<b>Strategy:</b>	SCD, ADD: Align school based diagnostics to reflect current Australian Curriculum roll out and strengthen school wide consistency of administration of diagnostics and analysis of data.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Year level Maths Team representatives use Maths Team meeting to check accuracy and alignment of next term diagnostic assessment with curriculum roll out and curriculum demands.	Ongoing	Deputy Principal, HOC, Year Coordinator
Each YL Maths representative receives 1hr of release per term to refine Maths Diagnostic Assessment.	Ongoing	Deputy Principal, HOC, Year Coordinator




**Improvement Priority 4. Working Mathematically Initiative**

<b>Targets</b>		
80% of teaching staff state that they engaged in components/ initiatives of the 'Number Facts Fluency' agenda. 80% staff acknowledge they have improved in their responsiveness to Maths Diagnostic Assessment Data. 90% of students are achieving increased results in Maths Diagnostic Assessment Post-tests.		
<b>Strategy:</b> EPP, DTL, TUR: Trial small group intervention strategy with students (exclusion model with TA) focusing on building capacity of upper level C or B (LOA) students to engage with problem solving and stretch mathematical thinking and reasoning.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teacher Aide time allocated to initiative. Teacher aide trained, will take groups of 6 chosen children from each class (Yr 3,5 Sem 1, Yr 2,4 Sem 2) focus on Problem Solving and Reasoning.	Ongoing	Deputy Principal, HOC
<b>Strategy:</b> CPL : Engage teaching staff members in professional learning that is focused on improving students' number facts fluency.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Secure PD session with Peter Carmichael for PFDs in January.	Term 1	Principal, Deputy Principal
Numeracy Team members to administer face to face PD across the year when time and strategic timing allows.	Ongoing	Deputy Principal,
Numeracy Team members to roll out resources and will post (email and network) professional learning and strategies to support engagement in Number Facts Fluency agenda.	Ongoing	Deputy Principal, HOC
<b>Strategy:</b> CPL : Engage teaching staff members in professional learning that is focused on improving students' ability to problem solve and reason mathematically,		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Support Maths Team members to provide modelled sessions in classes or record sessions to promote 'think-ups' that promote problem solving and reasoning.	Ongoing	Deputy Principal, HOC
<b>Strategy:</b> ADD: Monitor student performance in number facts fluency within selected classes and year levels.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Maths Team members to support teachers in each year level who engage with Number Facts Fluency agenda, with resourcing and engagement with data collection.	Ongoing	Deputy Principal, HOC
<b>Strategy:</b> ADD, SCD: Support teachers to implement 'Think up/warm ups' in response to data.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>





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Maths Team members to promote access to resources to support 'think ups' and strategy to support their implementation.	Ongoing	Deputy Principal, HOC
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### Endorsement

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

Principal

P and C / School Council

