

Elliott Heads School State School Implementation Plan 2018

School Improvement Priorities 2018

*Improvement priority – Building an expert teaching team and developing a ‘Whole School’ approach to teaching Mathematics by ensuring **consistency** in; pedagogical practise, moderation practise, analysis of student data, curriculum planning and documentation, regular and thorough observation and feedback practices and by targeted use of school resources.*

Improvement priority - Numeracy (Sharp & Narrow)		AIP Progress Review Reflections
Targets: <ul style="list-style-type: none"> NAPLAN - 100% students who are not verified or on an ICP are at, or above the national minimum standard. NAPLAN - 20% or greater of students achieve U2B 80% of students achieve a C or higher in Maths Mathematics Planning – All Staff: ACARA (C2C), Diagnostic ‘Show Me’ papers, Common Misconceptions, NCR Gympie Alliance Term Overviews/Placemats 		Review and reflection to be developed and extended during 2018
Strategy – Build leadership capacity.		At 3 months: <ul style="list-style-type: none"> ❖ <i>Consistent planning documents</i> ❖ <i>Pre Moderation conducted</i> ❖ <i>Regular curriculum information in newsletter</i> ❖
Develop the ‘Curriculum Leader’ Role. Actions: <ul style="list-style-type: none"> Provide opportunities for Curriculum Leader to attend leadership/curriculum conferences and visit other schools / network / observe best practice Clearly document Curriculum Leader Role and Responsibilities. Develop timetable to ensure a balance of supporting staff and developing curriculum resources / preparing PD Mentor Curriculum Leader – provide feedback Ensure Funding is targeted to Curriculum Leader role 	Responsible Officer/s Nichola Lister Regional HOD’s	
Strategy – Build teacher quality		At 6 months: <ul style="list-style-type: none"> ❖ <i>Post moderation practices embedded</i> ❖ <i>Teachers competently collating student data to plan AC</i> ❖ <i>3 Way Reporting</i> ❖ <i>Introduction of TrackEd</i> ❖ <i>Intervention Programs scheduled</i> ❖
Curriculum Leader Role: Actions: <ul style="list-style-type: none"> Document Role and Responsibilities. Build relationships with all staff. Work collaboratively to moderate diagnostic ‘show me’ papers. Support staff to plan Acara Curriculum with the use of the diagnostic ‘show me’ papers Model pedagogical practice. E.g. ‘Number Talks’, ‘Open Ended Questions’, ‘Warm-ups’. Plan regular PD during staff meetings to build capability and knowledge. Schedule planning sessions (Provide NCT 1/2 Day) Curriculum Leader mentoring Classroom Teacher Provide the community with information in regards to mathematical concepts through the school newsletter. Gather NAPLAN & Track Ed data to assist teachers to identify misconceptions and support students in preparing for NAPLAN & setting goals Continue partnership with Regional HOD and Gympie alliance. 	Responsible Officer/s Kelly Brown Curriculum Leader Nichola Lister Regional HOD’s, Gympie Alliance / Nth Coast Region Maths	

Strategy – Successful Learners

Classroom Teachers:

Actions:

- Consistently implement diagnostic 'show me' papers to students at the beginning and end of each term.
- Build capability to mark show me papers and utilise the data placemats to plan a term of mathematics that caters for all students (differentiation) and targets best practice methods.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content and focus on 'The Big 4' e.g. Number Lines, Operate/Calculate, Place Value and Fraction/Decimal/Percentage
- Identify student goals and communicate with students & parents using Track Ed & 3 Way Reporting.
- U2B's: Develop & Implement Extension Mathematics Program for Yr1-3
- Ensure balanced pedagogical practice within the proficiency strands of understanding, fluency, problem-solving and reasoning across the three content strands of mathematics: number and algebra; measurement and geometry; and statistics and probability
- Develop Data Surfboards and provide support to students by planning and scheduling intervention programs.

Responsible Officer/s

Classroom Teachers
Lori-ann Christie
SWD/STLaN
Kelly Brown
Curriculum Leader
Nichola Lister

At 9 months:

- ❖ *Observation & Feedback timetabled*
- ❖ *Extension Maths Program*
- ❖

At 12 months:

Track Ed used across all year levels

Improvement focus – English

Targets:

- NAPLAN - 80% of students at, or above the national minimum standard in Spelling
- 80% of students achieve a C or higher in English – ICP for SWD and Learning Support where required
- 100% of teachers using ACARA: NCR State School Systematic Curriculum Delivery Small Schools English Planning
- 100% of teachers using a consistent approach to teaching spelling and phonics

Strategy – Build teacher quality

Actions

- Use diagnostic testing of spelling (Words Their Way), Jolly Phonics, Sight Words and NAPLAN data to develop a consistent approach to planning and teaching spelling
- Classroom Teachers & Curriculum Leader familiarise and build knowledge and capability by using 'Anchor Charts' and attending Professional Development to plan multi-age English Units
- Support classroom teachers by providing planning sessions with Curriculum Leader
- Collaborative planning & moderation opportunities within school & region
- Develop Data Surfboards and provide support to students by planning and scheduling intervention programs.
- Development & Implementation of Whole School Assessment / Data and Target Schedule

Responsible Officer/s

Kelly Brown
Nichola Lister
Collaboration with Burnett Heads SS
Regional HOD's

At 3 months:

- ❖ *NCR English Units initial planning*
- ❖ *Jolly phonics*
- ❖ *Words Their Way – diagnostic*
- ❖ *Homework Policy*

At 6 months:

- ❖ *Information distributed to community – Jolly phonics & Words Their Way*
- ❖

At 9 months:

❖

At 12 months:

❖

Strategy – Successful Learners

Actions

- Jolly Phonics implemented for years Prep – Year 3
- Words Their Way implemented for years Prep – Year 6
- Consistent Homework Policy – Spelling Strategies consistent with Words Their Way & Phonics
- Diagnostic Spelling tools = Differentiated Spelling planning – teaching strategies

Responsible Officer/s

All staff

Improvement focus – Wellbeing		<p>At 3 months:</p> <ul style="list-style-type: none"> ❖ <i>PDP completed with classroom teachers</i> ❖ <i>Student of the week – newsletter</i> ❖ <i>Starfish Tokens</i> ❖ <i>Celebration Day</i> ❖ <i>Love Bucket - Staff</i>
<p>Targets:</p> <ul style="list-style-type: none"> • SOS (School Opinion survey) student results – increase from 88% to 100% – <i>Student behaviour is well managed at my school</i> • SOS parent results – increase from 88.2% to 100% - <i>Student behaviour is well managed at this school</i> • SOS (School Opinion survey) staff results – increase from 78% to 100% – <i>Student behaviour is well managed at this school</i> • Improve staff morale – SOS staff results – increase from 92% to 100% – <i>I feel that staff morale is positive at my school</i> • Maintain overall student attendance rate of 95% and Indigenous attendance rate of 95% 		
Strategy – Embed a consistent and positive approach to managing staff mental health and well being		<p>At 6 months:</p> <ul style="list-style-type: none"> ❖ <i>Social Skills & Wellbeing curriculum revised and timetabled</i> ❖ <i>Charter of Expectations revisited/refined</i> ❖ <i>Semester staff social</i> ❖
Actions	Responsible Officer/s	
<ul style="list-style-type: none"> - Revise & refine 'Responsible Behaviour Plan for Students' policy - Love Bucket – Acknowledgement of peer support and kindness - Establish & Revise 'Elliott Heads SS Charter of Expectations' - Staff Meetings – 'Sparkly Bits' celebrate - Train staff in calming strategies - Provide PD for staff around wellness strategies. - Implement regular 'Check-Ins' - Provide opportunities for staff to discuss concerns around personal development and professional development. - Engage social events to boost staff morale and maintain positive working relationships. - Schedule regular Support Staff Meetings to provide PD / Networking & Support - Consistent OneSchool entries – positive & negative 	<ul style="list-style-type: none"> Kelly Brown – Curriculum Leader Nichola Lister - Principal Liz Shield – Positive Behaviour Coach 	
Strategy – Embed a consistent and positive approach to managing student mental health and well being		<p>At 9 months:</p> <ul style="list-style-type: none"> ❖ <i>Oneschool Data collated & analysed</i> ❖ <i>Professional Development identified & scheduled</i> ❖
Actions	Responsible Officer/s	
<ul style="list-style-type: none"> - Display and celebrate positive student behaviour: student of the week certificates/photo/newsletter, Starfish Tokens & Achievement Ribbons (Bronze, Silver, Gold & Platinum), celebration days - Establish Rules & Expectations – Rule of the Week - Weekly Lessons on Positive Behaviour & Social Skills - Friendship Club – School Chaplain & SWD teacher - Art & Craft lunchtime social activity - Buddy Bench - Introduce Mindfulness and Calming strategies across whole school - Investigate and introduce the use of wellbeing apps for students. - Engage with Chaplaincy Service and other agencies to provide outreach service for students with mental health and other wellbeing issues - Document Student Welfare & Support committee meetings and utilise GO service 	<ul style="list-style-type: none"> All staff – Support Staff, Chaplain, Classroom Teachers, GO, Principal Regional Support Services 	
		<p>At 12 months:</p> <ul style="list-style-type: none"> ❖

Endorsement

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



Principal



P and C / School Council



Assistant Regional Director