

2017 Annual Implementation Plan

Dajarra State School



Key Priorities for 2017

- Improve English and Mathematics outcomes
- Increase attendance rates of students
- Build staff capacity in relation to curriculum implementation and effective pedagogy
- Enhance Community and Parent partnerships within the classroom

State and Regional Priorities

Every Student Succeeding State Schools Strategy 2014-2018

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

NQR Priorities 2017

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Documents attached include

The Budget Overview Report	Dajarra State school Curriculum Plan
Master Teacher Action Plan	Dajarra State School Professional Development Plan
Investing for Success	

Certification

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

.....PrincipalP and C/ School Council

..... Assistant Regional Director

SUCCESSFUL LEARNERS

‘Successful Learners’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Implement the Australian Curriculum as learning areas are released	Align whole school curriculum, assessment and reporting plan, Investing for Success Plan, Master Teacher Action Plan Use of Australian Curriculum through L4L multi-age units and ISSU/EAL/D units	The percentage of students achieving a ‘C’ standard or better in English in Year 3 and 4.	100%	Terms 1-4	Principal Teachers	Curriculum Plan Assessment and Reporting Plan Pedagogical Framework PD Plan
		Increase the percentage of students achieving a ‘C’ or better in English from 67% in Year 4 (2015)	90%			
		Increase the percentage of students achieving a ‘C’ or better in English from 60% in Year 5 (2015).	100%			
		The percentage of students achieving a ‘C’ standard or better in Mathematic	75%			
		The percentage of students achieving a ‘C’ standard against the relevant year level achievement standard for all students on an individual curriculum plan.	100%			
Implement and embed whole school Mathematics Number Master Teacher Plan	Implement and embed a mathematics plan across all year levels using high yield number strategies	Dajarra State School Mathematics Number Plan	Implemented Embedded	Term 1 Term 2	Principal Teachers	Mathematics Plan Daily Number resources Internal monitoring data NAPLAN Reporting
		Year 3 and 5 students achieving NMS in Numeracy	75%			
		Year 1-6 students achieving a ‘C’ standard or better in mathematics	75%			

Advancing Education: an action plan for education in Queensland	Develop and implement Digital Technologies: #Coding Counts curriculum across the school	Staff familiar with, and, implementing Digital Technologies: #Coding Counts	All	By the end of Term 4	Principal Teachers	SOS Student S2055
		Students are satisfied that, 'I enjoy using computers and other technologies at my school for learning'	90%	Term 4		
	Implement Whole school Local Languages Program	Teachers developing and implementing Languages program	All	By the end of Term 4		Dajarra State School Local Language Program
Implement Bandscaling for all EAL/D students	Continue to Bandscale Indigenous students	Identified EAL/D students to improve by 1 level	100%	End of Term 1 and Term 4	Principal Teachers	Bandscale data
		Teachers use Bandscale data to inform teaching	All	End of Term 1 and Term 4		
Provide explicit feedback to students on their progress and areas for development through the implementation of student goal setting and sharing of criteria sheets	Embed the use of regular and timely feedback to students on their progress in all learning areas	Students are satisfied that 'Teachers provide me with useful feedback about my school work.'	100%	Term 4	Principal Staff	SOS Students – S2040, S2059
	Embed the use of regular and timely feedback to parents on their students' progress in all learning areas	Parents are satisfied that 'My child's English and Mathematics skills are being developed at this school.'	100%	Term 4	Principal Parents/Carers	SOS Parents – S2017/S2-18
	Continue to guide students to achieve academic improvement targets with a particular focus on Reading and Numeracy	Students are satisfied that 'Teachers encourage me to do my best'	100%	Term 4	Principal Teachers	SOS Students – S2059
	Continue to implement the 5 key questions for students utilising 'Learning Walls'	Students are able to answer the 5 key questions	All	Terms 1-4	Principal Staff	Instructional walk throughs

GREAT PEOPLE

‘Teaching Quality’ and ‘Principal Leadership and Performance’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Review, update and embed the school Pedagogical Framework based on evidence based research which focuses on explicit teaching, short cycle monitoring and moderation practices	Ensure alignment of the school priorities and the National School Improvement Tool recommendations <ul style="list-style-type: none"> - Measure and monitor school and student improvement - Review annual benchmarks and targets in reading 	School Pedagogical Framework	Embedded	Ongoing	Principal Teachers	Pedagogical Framework National School Improvement recommendations
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	Update and embed whole school systemic and internal monitoring and recording	Data is being collected, analysed and used to inform teaching and learning in a 5 week cycle	Embedded	Ongoing	Teachers	School Internal Monitoring Data
	Continue to formulate school data wall for PM monitoring in all classrooms					
	Chart spelling, basic facts/number facts and sight word data wall	Student achievement data is displayed in the classroom and updated regularly by students and teachers				
	Review individual student targets based on a 5 week data cycle					
Maintain the culture of weekly data conversations with teachers and at the end of a unit		Staff Meeting				
Instructional teaching and learning	Utilise the Master Teacher, Regional EAL/D staff and external resources to enhance the quality of instructional teaching	Instructional Teaching Practice	Embedded	Ongoing	Principal Teachers	Verbal feedback Walk Through Observation Sheets
Participate in the Principal Review Process	Principal to participate with ARD in the Annual Performance Review	Principal Annual Performance Review	Develop Review Complete	Term 1 Term 3 Term 4	Principal ARD	APR Document – MY HR
Embed Performance Development Plans for all staff based on school priorities and individual needs	Support all staff to create either Annual Performance Review (Teachers) and Developing Performance Plans (other staff) based on school priorities and individual needs	Performance plans	Develop Review Complete	Term 1 Term 3 Term 4	Principal Staff	APR – Teachers DPF – Non-Teaching Staff

	<ul style="list-style-type: none"> - Utilise ATSIL documents - Ensure EAL/D focus, Reading and Number links - Teacher Aide focus sessions - Term coaching sessions 					
Realign the induction program for all new staff	Induct new staff to Dajarra with school policy procedures	Induction plan	Implemented Completed	Term 1 Term 2	Principal new staff	Dajarra induction program
Support school, regional and strategic improvement	Identify areas of strength and concern for teaching and learning regarding student/class/school data to identify areas of need for PD and support from regional staff	Staff satisfied that. <i>'they have access to quality professional development'</i>	100%	Term 4	Teaching staff under the guidance of SEP/STLaN teacher and Principal	SOS Staff – 2086
	Schedule regular meeting with staff to conduct data analysis, provide feedback and reflect on the effectiveness of teaching	Staff satisfied that they are. <i>'Kept well informed on things that are important.'</i>				SOS Staff – S2096

HIGH STANDARDS

‘School Performance’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Progress strategies for improving Reading, Spelling and Number outcomes	Revise and implement Reading Plan to include high yield strategies and research evidence	Student achievement in reading Prep – PM 8 Year 1 – PM 16 Year 2- PM 21	≥70%	Ongoing	Principal Teachers	Dajarra State School Reading Plan
		Student achieving ‘at’ or ‘above’ NMS in Year 3 NAPLAN Reading	6/8			
		Student achieving ‘at’ or ‘above’ NMS in Year 5 NAPLAN Reading	4/6			
	Develop and implement the Investing for Success (I4S) Agreement	Investing for Success Agreement	Achieved	Term 4	Principal Master Teacher	I4S Dajarra State School Master Teacher Action Plan
	Develop and implement the Master Teacher Action Plan (Number Focus)					
	Implement short term data cycles for spelling	Students improve personal target of their year level	80% to 90%	Ongoing	Teachers	
		Student achieving ‘at’ or ‘above’ NMS in Year 3 NAPLAN Spelling	6/8			
		Student achieving ‘at’ or ‘above’ NMS in Year 5 NAPLAN Spelling	4/6			
	Expand opportunities for all students to reach their potential: identify and support at-risk students	Develop, implement and review ICPs as required	Student with Disabilities (SWD) achieve a ‘C’ standard or higher in each learning area	100%	Ongoing	Principal Teacher
Analyse class assessments						
Ensure strong focus on attendance by embedding the ‘Dajarra State School Attendance Policy’	Embed Dajarra State School Attendance Policy	Student attendance rate	≥ 93%	Ongoing		Attendance data Newsletter Word of mouth
	Communicate to parents/carers the importance of attendance via word of mouth and school newsletter					

Enhance the use of common language and pedagogical practices through explicit teaching across the whole school	Continue to consolidate the school explicit teaching model as the highest frequency model used for teaching English (literacy, language and literature) and Mathematics (basic / number facts and skills)	Classroom walkthroughs and feedback	100%	Ongoing	Principal Teachers	NAPLAN data
		Students can answer the 5 questions for students				
	Embed NAPLAN strategies into weekly learning experiences	Student achieving 'at' or 'above' NMS in Year 3 NAPLAN Reading	6/8	Term 4		
		Student achieving 'at' or 'above' NMS in Year 5 NAPLAN Reading	4/6			

ENGAGED PARTNERS

'Regional Support' and 'Local Decision Making'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Participate in the Full School Review and Quadrennial School Review process	Review the nine Full School Review domains	Full School Review process	Completed	Term 2	Principal Staff	Full School Review and QSR documents
	Implement the recommendations					
	Implement the QSR process to develop the 2017 -2020 School Plan	QSR process	Implemented	Term 2		
		2017-2020 School Plan	Developed	Term 2		
			Endorsed	Term 3		
Increase strong links within the community through the use of the 'School and Community Partnership Agreement' to ensure informed and collaborative involvement	Implement improved strategies into everyday practice to advertise the importance and relevance of consolidation with Homework and Reading	After School Reading Program	≥90%	Term 1	Teachers	Newsletter Data wall – Reading Program
		Students achieving a 'C' standard or higher in English	≥80%			
		Students achieving a 'C' standard or higher in Mathematics				
	Incorporate the School and Community Partnership Agreement actions into the school community	School and Community Partnership Agreement	Embedded	Ongoing	Principal	School and Community Partnership Agreement
	- Ensure programs that professional community providers assist with are embedded into the school program and have longevity					
	Plan a two day NAIDOC Program that relates to our local environment	Student and Parent/carer involvement in activities related to the land	100%	Term 2 Term 3	Principal Working Committee	NAIDOC Plan
	- Liaise with Elders, Rangers, Parents / Carers					

Implement the Parent and Community Engagement Framework (PACE) engaging the community in decision making	Continue to establish and maintain links with other agencies to ensure improved wellbeing, health and safety of all students	Parents satisfied that, <i>'there is a good sense of community'</i> at Dajarra State School'	100%	Term 4	Principal Indigenous Teacher	SOS – Parent Item 2025
Review the Responsible Behaviour Plan for Students to ensure high expectations and a common understanding	Review and embed school routines and policies across the school	Staff embed routines and policies	All	Term 4		Principal
	Review Responsible Behaviour Plan for accuracy and understanding	Students satisfied that, <i>'the behaviour of students at this school'</i>	90%		SOS Students – S148	
	Induct new staff in the understanding of the Responsible Behaviour Plan for Students	Parents satisfied that, <i>'student behaviour is well managed at this school'</i>	100%	Term 1 Ongoing	SOS Parents – S2012	
Update the school website to keep community informed	Update website monthly to ensure relevant information present for wider community benefit	Parents satisfied that, <i>'this school encourages me to take an active role in my child's education'</i> and <i>'this school keeps me well informed'</i> .	100% staff	Term 4	Principal A02	Website SOS – Parent item 2025 SOS – Parent item 2034
Implement a Transition Plan	Transition Pre Prep students to Prep by increasing playgroup hours	Pre-Prep attendance roll		Term 3	Principal Teachers	Enrolment data
	Transition Junior to Secondary plan	Year 6 students attendance at Spinifex Residential program	100%	Term 4		
		Year 6 students engagement with Abergowrie and Charters Towers program				