



Peregrian Springs State School Annual Implementation Plan 2017



School Improvement Priorities 2017

Improvement priority

Meeting our learner's needs

Strategy – Cater for student needs			
Actions	Targets	Timelines	Responsible Officer/s
Continue the learning enhancement strategy incorporating the work of all support teachers (SWD, STLN) and Teacher Aides into the year level teams during the Priority Learning Areas (PLA) between the hours of 9.00am to 12.30pm.	All staff in place by Week 3	Term 1	Anne
Continue to develop teachers' and teacher aides' skills in differentiating the curriculum and designing and implementing adjustments for all the students in their classes	100% of staff engaged in PD for differentiation	Ongoing	All Lead Administrators
Continue to enhance adjustments and interventions for social and emotional literacy support for all students	100% of Year 5 students accessing SEL Support Programs 100% teachers implementing SEL lessons weekly Key students identified to participate in intensive SEL programs KidsMatter Component 3 and 4 completed 100% of teachers complete intensive 1 day PD in Rock and Water and MAPA	Term 1 Term 1 June 2017 Term 1, 2017 Term 4	Michael, Dave
Devise, trial and reflect on developing PLC in one year level with targets RTI	Successful trial in 1 year level	Start Term 1	Rose, Kylie, Anne
Strategy - Upper Two Bands priority			
Actions	Targets	Timelines	Responsible Officer/s
Ensure a variety of processes are in place for the identification of higher ability learners	All high-ability learners identified using key data in formalised process Leadership team work with Noel Brady, School Improvement Principal Officer on data literacy and best practice in analysing and acting on data	Term 1 Week 2, Term 1	Dave Anne
Implement strategies and programs to cater for ability levels and provide optimal learning experiences for high ability students	100% students have individual learning goals in place	Term 1	Dave Anne

Embed differentiation strategies across all classes in all year levels using evidenced based approaches and maximising extra support from Teacher Aides during the PLA hours of 9.00am to 12.30pm	80% of class teachers using Class Dashboard for class groupings and student notes	Ongoing	All Lead Administrators
Continue to use data strategy/tool for measuring progress of identified students	>35% Year 5 U2B 2/3 of areas >45% Year 3 U2B 2/3 of areas	Term 3	Dave
Implement Target days for identified U3B children in areas of Math/Writing	>45% Year 3 U2B 2/3 of areas	Start Term 1	Kylie, Rose
Strategy – Develop and implement a NAPLAN strategy for 2017			
Actions	Targets	Timelines	Responsible Officer/s
Disseminate and implement the current interrogation of NAPLAN data 2016 (and ensure this data forms part of induction for new staff)	Included in staff induction for all new teachers 100% of Year 3 and 5 teachers utilising the data in their planning for individuals and groups	Term 1 2017	Gwen Dave
Work with class teachers to design a learning strategy for all classes in Years 3 and 5 which includes teaching and learning targeted to build stamina and independence and utilises Support Teacher and teacher aide time during the PLA hours of 9.00am to 12.30pm	95% of students attempt all questions in NAPLAN 100% of students attempt the first 15 questions	mid-Feb 2017	All Lead Administrators
Monitor students in Year 2 and 4 ensuring students at risk of not achieving to potential either NMS or U2B are identified and catered for and supported by Support Teachers and teacher aides during the PLA hours of 9.00am to 12.30pm	All students at risk identified and have individual learning goals	Term 3	All Lead Administrators
Continue 'Star Readers Program' (before school reading club for Year 2 students). Those reading just below Y2 benchmark	95% of children reading at or above Yr 2 reading Benchmark of 'G'	Start Term 1	Kylie



Improvement priority

Develop professional practice

Strategy – Literacy priority			
Actions	Targets	Timelines	Responsible Officer/s
Continue to embed a balanced reading program using the PSSS Reading Framework. Ensure the five aspects of reading (Fluency, broad and deep vocabulary, active comprehension strategies, text and textual features, knowledge of the world) are explicitly addressed in every classroom.	New staff inducted in Reading Framework All staff embed balanced reading program	Term 1	Rose Kylie Gwen
Build teacher capacity to recognise and remediate key misconceptions through numeracy rich routines	100% teachers accessing Numeracy PD (internal)	Ongoing	Rose
Ensure a range and balance of assessment tools are being used to support quality teaching and reporting (e.g. diagnostic, formative and summative)	100% of teachers implement a variety of assessment tools	Ongoing	Rose Kylie Anne
Continue to embed ICT in all classes to support numeracy development and differentiated teaching in all classrooms	All staff increase their knowledge and use of embedding ICT as a general capability	Ongoing	Rose
Strategy –Pedagogical Framework enhancement			
Actions	Targets	Timelines	Responsible Officer/s
Continue to develop teacher capacity in recognising and using a range and balance of age appropriate pedagogies which cater for all student needs and preferences	All staff access class visits, coaching and coaches, to increase awareness of variety of pedagogies to support student learning	Ongoing	All Lead Administrators
Implement and embed a balanced writing program in every classroom using PSSS Writing framework. Develop a shared understanding and commitment to developing writing stamina, writing workouts and common writing strategies. Identify and isolate key areas from writing workout data to help workouts.	100% of staff using Writing Framework and workouts	Term 1	Kylie
Continue to embed ICT in all classes to support literacy development and differentiated teaching in all classrooms	All staff increase their knowledge and use of embedding ICT as a general capability	Ongoing	Rose
Create a Special Project Team to embed a shared understanding of sounds to letters, problem and connections to AC Spelling Curriculum	All class teachers are using Sounds to letters as the phonemic awareness program	Term 1	Kylie
Strategy – Numeracy priority			
Actions	Targets	Timelines	Responsible Officer/s
Continue to embed numeracy rich routines in every classroom, particularly those that address key aspects of number as identified through NAPLAN and internal data sources i.e. Number Facts Program, Show Me pre and post tests	>35% Year 5 U2B Numeracy >45% Year 3 U2B Numeracy	Term 1-2	Rose, Michael



Improvement priority

Develop professional and community engagement

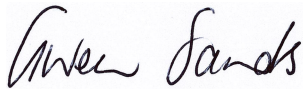
Strategy – Review and further implement Developing Performance Framework			
Actions	Targets	Timelines	Responsible Officer/s
Continue to embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school priorities and individual needs. Each PDP to include one ICT or STEM goal/focus.	100% staff complete DPF	June 2017	All Lead Administrators
Use coaching, feedback, classroom visits and learning communities to improve teaching practices	All staff access class visits, coaching and coaches, to increase awareness of variety of pedagogies to support student learning	Ongoing	All Lead Administrators
Strategy – Review and further develop our professional learning culture			
Actions	Targets	Timelines	Responsible Officer/s
Continue to develop our coaching strategy through documenting the program, ensuring appropriate release for coaches, facilitating time and space for coaching relationships, disseminating key messages and evaluating progress	Strategy is documented and shared with all staff	Term 2	Kylie
Continue training for coaches	All existing coaches offered further training	Term 2	Gwen
Continue to engage the Leadership Team in quality professional development, professional sharing, skills development in the key areas of curriculum, leadership strategy, coaching and team development	100% Leadership Team participates in Breakspear PD in 2017 Principal and DPs to attend Rewired Leadership with Michelle Loch	Term 1-4	All Lead Administrators
Support beginning teachers in MBT program personalised to meet individual needs	100% Beginning teachers undertake program	Term 1	Kylie
Provide opportunities for staff to engage in moderation processes each term	100% staff participate in a specified moderation process each term	Term 1-4	All Lead administrators
Continue to implement processes for improving and monitoring the personal wellbeing of all staff	Maintain staff daily attendance level Maintain staff satisfaction level (SOS data)	Ongoing	
Strategy – Continue with parent and community engagement strategy			
Actions	Targets	Timelines	Responsible Officer/s
Continue to develop our community partnerships within and beyond the school to support and sustain school improvement, e.g. <i>mLearning</i> Scholarships, Peregrian Lions, Japanese Sister School, Noosa Surf Club, Thursday Girls	Maintain level of community partnerships Identify future opportunities	Ongoing	Gwen



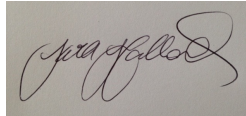
Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement	>90% of parents are satisfied with opportunities for involvement > 40% parent participation in School Opinion Survey	Term 3	All Lead Administrators
Provide programs and opportunities for parents to build their capacity to support their child's learning	At least two programs per term are offered to parents	Term 1-4	Michael
Use multiple communication channels to communicate with parents e.g. email, telephone, web portal, Social Media, letters, QParents, Principal's Blog, electronic sign, open days/sessions	SOS data 95% parent satisfaction in <i>my school provides useful information online</i>	Term 3	All Lead Administrators

Endorsement

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



Gwen Sands
Principal



Sara Hollonds
School Council

Janelle Reid
Assistant Regional Director