



Peregian Springs State School Annual Implementation Plan 2018

School Improvement Priorities 2018

Improvement priority - Meeting our learner's needs

Strategy – Cater for student needs

Actions	Targets	Timelines	Responsible Officer/s
Continue to implement the learning enhancement strategy incorporating the focused work of all support teachers and Teacher Aides into the year level teams during the Priority Learning Areas (PLA) of 9.00am to 12.30pm.	All staff and timetabling in place by Week 3	Term 1	Anne, Veronica
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 targeted Year 5 students accessing SEL Support Programs 100% teachers implementing SEL lessons weekly KidsMatter Component 4 completed D and E Behaviour grades to remain below 3% throughout school	Term 1 Term 1 June 2018 Term 4	Michael, Anne, Dave
Implement inquiry cycles in all year levels as per the state's School Improvement Hierarchy	100% teachers engaged in Inquiry Cycle process	Term 1	All Lead administrators

Strategy - Upper Two Bands priority

Actions	Targets	Timelines	Responsible Officer/s
Explicitly document the variety of processes that are in place for the identification of high ability learners	All high-ability learners identified using key data in formalised process	Term 2	Dave, Anne
Implement strategies and programs to cater for high ability levels and provide optimal learning experiences for high ability students	100% students have individual learning goals in place.	Term 1	All Lead Administrators
Embed differentiation strategies across all classes in all year levels using evidenced based approaches and maximising extra support from Teacher Aides during the hours of 9.00am to 12.30pm	100% Class Teachers explicitly teaching high yield strategies as identified through inquiry cycles	Ongoing	All Lead Administrators
Continue to act on data for measuring progress of high ability identified students e.g. relative gain, and communicate this with teachers in readiness for planning for improvement	>35% Year 5 U2B 2/3 of areas >45% Year 3 U2B 2/3 of areas >45% of students Year 1-6 receiving A or B in English and Maths	Term 3	Dave, Veronica, Anne

Strategy – Implement Australian Curriculum

Actions	Targets	Timelines	Responsible Officer/s
Enhance teacher knowledge of Australian Curriculum Technologies, through deepening knowledge of Achievement Standards and Curriculum intent	100% classroom teaching, assessing and reporting Australian Curriculum technologies	Sem 1	Veronica, Kylie
Review current Humanities and Social Science (HASS) Year level units and assessment and align to revised Australian Curriculum HASS	All units reviewed and aligned	Sem 2	Jo
Continue to develop specialist teachers' knowledge of Australian Curriculum for their specific area	Curriculum Assessment Frameworks for specialist areas completed	Term 3	Specialist Teachers

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.	All staff embed balanced reading program 100% of students improving reading levels from Term 1 to 4	Term 1-4	Gwen Veronica
Continue to implement and embed a balanced writing program in every classroom using the PSSS Writing Framework. Identify and isolate critical contents for learners.	Level of achievement data – English: 83% C or above 45% B or above	Ongoing Inquiry cycles	Kylie
Ensure a range of assessment tools are used to support quality teaching and learning (including Early Start, Literacy Continuum); implement AEDC May to June	100% teachers utilising and have access to a range of assessment tools	Ongoing	Jo, Kylie, Anne, Veronica
Continue Star Readers Reading Club for early year students. Targeting students reading just below year level benchmark.	95% of students reading at or above year level reading benchmarks (1-3)	Ongoing	Jo
Continue to develop whole school Word Study Framework and resources for implementation through P-6	Support resources available for all staff 100% of teachers to begin implementation of Word Study Program	Ongoing	Veronica, 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 internal and external data sources i.e. Show Me Tasks and NAPLAN	A-E Data Maths 85% C or above 45% B or above 100% students progressing in Show Me Math tasks	Ongoing	Veronica, Michael
Develop whole school framework for teaching and assessing number facts	100% teachers beginning implementation of Number facts Program	Ongoing	Veronica, Michael
Build teacher knowledge of the PSSS problem solving strategies to embed problem solving across all classes	100% of teachers implementing problem solving strategies	Ongoing in Inquiry cycles	Veronica

Strategy – Pedagogical Framework enhancement

Actions	Targets	Timelines	Responsible Officer/s
Continue to build teacher capacity in recognising and using a range and balance of developmentally appropriate/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 SOS 100% Staff agree 'Access to quality PD'	Ongoing	All Lead Administrators

Improvement priority - Develop professional and community engagement

Strategy – Review and further implement Developing Performance Framework

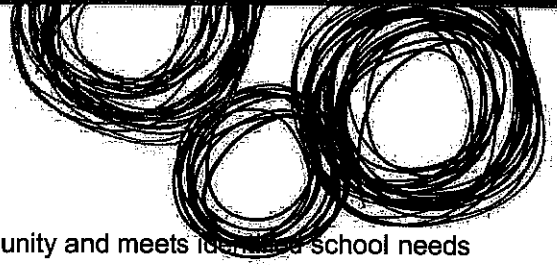
Actions	Targets	Timelines	Responsible Officer/s
Continue to embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school priorities and individual needs. Each PDP to include one ICT or STEM goal/focus.	100% staff complete DPF and have identified an ICT/STEM goal that they have undertaken during the year	June 2018	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, ensuring appropriate release for coaches, facilitating time and space for coaching relationships, disseminating key messages and evaluating progress	2018 Strategy is documented and shared with all staff SOS 100% Staff agree 'My school encourages coaching and mentoring' SOS 100% Staff agree 'Access to quality PD'	Term 2	Gwen, Jo
Improved the quality of conversations between all staff members through completing Rewired conversations – SFD Term 1	100% teaching staff completed training	Term 1	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 participate in Simon Breakspear PD in 2018 and National Futures Conference in March 2018	Term 3-4	All Lead Administrators
Provide time and opportunities for teaching staff to engage in moderation processes	100% teaching staff participate in a specified moderation process each semester	Term 1-4	All Lead administrators
Continue to build Teacher Aide capacity through Teacher Aide Development Program	100% Teacher Aides staff participate in this program	Term 1-4	Veronica
Continue to implement processes for improving and monitoring the wellbeing of all staff through psychologist working with whole staff on mental wellbeing	Maintain staff satisfaction level SOS 100% staff agree 'The wellbeing of employees is important to my school'	Ongoing	Michael and all Lead administrators
Continue to work with Ventia Pty Ltd for the provision of appropriate and timely development of Facilities staff	100% relevant staff receive training	Ongoing	BSM/Ventia

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, including Career vocational pathway opportunities for students e.g. <i>mLearning</i> Scholarships, Japanese Sister School, Noosa Surf Club, Thursday Girls, Coolum State High School, Arcare Aged Home	Maintain level of community partnerships Identify future opportunities	Ongoing	All Lead administrators
Promote parent participation in school events and provide opportunities for families and year level groups to observe student learning and celebrate student achievement	Above 95% of parents agree with SOS item 'This school encourages me to take an active role in my child's education' Above 95% of parents agree with SOS item 'This school celebrates student achievement.' Above 30% 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	School provides Parent workshops each term. This includes; Math focus, High School Transition and ipad training Choice Theory Parent workshops are offered each term	Term 1-4	All Lead Administrators
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

Latest update 29.11.17 2.58pm

2.59pm 14.11.17 Dave Foxover

12.42pm 30.11.17 Gwen Sands