# Bellmere State School
# Annual Implementation Plan 2018

## School Improvement Priorities 2018

*Improvement priority – Reading*

| Strategy : Implement Flying Squads as part of the support for rigorous and focused reading group rotations | | | |
|---|---|---|---|
| **Strategy – Build leadership capacity** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Introduce the concept of 'Team Leaders' to guide and support year level teams around guided reading program and PLTs. | | Term 1 2018 | Leadership Team |
| Provide coaching PD to enable Team Leaders to work with team. | 100% of Team Leaders engaged in a coaching program | Term 2 – Term 4 | Leadership Team |
| Leadership Team to use Kim's Model to build a shared mental model on best practice policy on reading group rotations. | | Term 1 | Leadership Team |
| **Strategy – Build teacher quality** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Develop a shared understanding and commitment to developing reading skills with reference to the Australian Curriculum and across all Key Learning areas. | Spreadsheet data demonstrates improvement in 98% of student's data from Term 1 to Term 4, with 90% of students making 12 mths of progress.<br><br>Students in Years 3 and 5 will achieve similar or above to like schools in NAPLAN Reading by 2019.<br><br>100% of students can clearly articulate their reading learning goal.<br><br>T/A survey indicates that 95% satisfaction that T/A knowledge has increased. | Staff Meeting – Term 1<br>PLTs – Term 1 | HOC Ped<br>HOC DL<br>DP<br>Team Leaders<br>Teaching Staff<br>Teacher Aides |
| Provide time for teaching staff to share their planning and strategies for reading rotations using data to inform the teaching and learning program aligned to the Australian Curriculum. | | PLTs fortnightly<br>10 min staff briefing each staff meeting | Year level teams<br>Team Leaders |
| Build quality of PLTs so that sessions are sharp, focused and narrow for year level teams to collaboratively review and plan for reading groups, discussing student progress and setting learning goals. | | PLTs fortnightly | Leadership Team<br>Team Leaders<br>Teaching Staff |
| Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices. | | Ongoing | Principal<br>Leadership Team<br>Team Leaders |
| Deepen staff knowledge, understanding and pedagogical practice of the Gradual Release model, Sheena Cameron comprehension strategies, SSP and Fountas & Pinnell goals including T/As | | TRS release days as needed<br>PLTs<br>T/A PD sessions | HOC Ped<br>HOC DL<br>DP<br>Team Leaders<br>Teaching Staff<br>Teacher Aides |
| Provide intensive Teacher Aide resource through Flying Squad model to ensure rigorous and focused reading group rotations | I4S funding expended by end of year | 2018 I4S funding | Principal and BSM |
| Quality assure the rigor of Flying Squads by observation and feedback of teacher aides and upskill as necessary | 100% of teacher aides receiving feedback from observations | Term 1 – Term 4 | Leadership Team |
| Implement the Literacy Continua across the school to track student progress and identify learning needs | 100% of staff using Literacy Continua by end of 2018 | TRS release days as needed<br>PLTs | HOC Ped<br>Teaching Staff |
| Align PDPs to the reading agenda | 100% of staff achieving reading goal as identified in PDP by end of Term 1 2019 | PDP Meeting each term<br>Review Term 1 2019 | Principal<br>DP |

## Strategy – Successful Learners

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|---|
| Provide challenging learning opportunities for students to demonstrate their potential through quality learning opportunities differentiated at their level | Baseline/endpoint: English 70%C or better, Sem 1 (2018) English 80%C or better, Sem 2 (2018) Year 3 & 5 NAPLAN Reading NMS data (2019). 90% of chn will reach their individual F&P level by end of 2018. | PLT's fortnightly Term planning sessions | HOC Ped HOC DL Support Teachers Teaching Staff |
| Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention with an intentional view of indigenous students and children in out of home care | | 'Data parties' – 2 per term | DP HOC Ped HOC DL Support Teachers Team Leaders Teaching Staff |

## Strategy – School Performance

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|---|
| Collect and triangulate reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff. | English A-E, PAT-R, F&P and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS) is comparable | Week 9 Semester 1 Week 9 Semester 2 | Leadership Team |
| Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings | | Data party – 2 per term | DP HOC Ped HOC DL Teaching Staff |

## Strategy – Local Decision Making

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|---|
| Promote awareness and understanding of the reading focus and strategies to all stakeholders through communication channels – school newsletter, website, EIA, assemblies, Facebook | 100% of parents aware of reading as the EIA | Ongoing | Principal HOC Ped All Staff |
| Provide opportunity for parents to engage with reading focus and strategies through identified whole school events and parent workshops. | 50% of parents attend parent workshops | 1 per semester | HOC Ped All staff |

## Strategy - Regional Support

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|---|
| Engage with data coach to provide PD to staff on data literacy | | Term 2 | Regional Support |

## AIP Progress Review Reflections

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|---|---|
| **At 3 months:** | |
| **At 6 months:** | |
| **At 9 months:** | |
| **At 12 months:** | |

## Improvement priority – Writing

| Strategy : Commence the sharp and narrow focus of improving Writing across the school | | | |
|---|---|---|---|
| **Strategy – Build leadership capacity.** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Develop a thorough understanding of "Learning Sprints" in English and the research supporting the implementation and cycle | | Term 1 | Leadership Team |
| Build Team Leader's skills in modelling Learning Sprints in English | TRS funding | Term 3, 4 | PLT Instructional Leader |
| Build Leadership Team knowledge and skills around the "Big Write" program | | Term 2 | Leadership Team |
| **Strategy – Build teacher quality** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Provide PD to upskill new staff around the Bellmere Spelling Program | 100% of staff are able to access the Spelling Program to design effective spelling lessons. | Term 1,2 | HOC Ped PLT Instructional Leader |
| Use peer observation, data, feedback, differentiating coaching and learning communities to improve teaching practices in Spelling | 100% of staff receive feedback based on their teaching of Spelling | Term 2 | Leadership Team |
| Develop a shared understanding and commitment to developing writing stamina with reference to the Australian Curriculum and across all Key Learning areas. | Student portfolios demonstrate improvement in every student's writing samples.<br><br>TRS release 100% of staff<br><br>100% of students can clearly articulate their writing learning goal.<br><br>Survey data indicates 90% satisfaction staff knowledge has increased. | Staff meetings – Semester 2 PLTs Planning mtgs | HOC Ped Team Leaders Teaching Staff |
| Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent. | | Staff meetings – Semester 2 PLTs Planning mtgs | HOC Ped Team Leaders Teaching Staff |
| Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in writing | | PLTs Planning mtgs Staff mtgs | HOC Ped Team Leaders Teaching Staff |
| Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum and school programs | | Planning mtgs | HOC Ped Team Leaders Teaching Staff |
| Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices in Writing. | | Term 3,4 | Principal Leadership Team Team Leaders |
| Provide opportunities for staff to engage in moderation within and across schools. | | 1 per semester | Cluster schools |
| Deepen staff knowledge understanding and pedagogical practice of the 4 writing procedures i.e. Modelled Writing; Shared and Interactive Writing; Guided Writing & Independent Writing. Align writing pedagogy to Pearson's Gradual Release of Responsibility Model. Develop student competence in the 4 writing processes of Planning, Drafting, Refining and Publishing. | | Semester 2 Planning mtgs<br><br>Semester 2 Professional development PFDs | HOC Ped Team Leaders Teaching Staff |
| Align PDPs to the writing agenda | 90% staff achieving writing goal as identified in PDP by end of Term 1 2019 | PDP Meeting each term Review Term 1 2019 | Principal DP |
| **Strategy – Successful Learners** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Analyse student data regularly to inform improvement, guide teaching practices and | 90% of students displaying 12 months | Term 3,4 | All staff |

| | | | |
|---|---|---|---|
| prompt early intervention with an intentional view of indigenous students and children in out of home care around Spelling | of progress by end of 2018 PAT-S, SAST, Words their Way | | |
| Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing | Baseline/endpoint: English 75%C or better, Sem 1 (2018) English 85%C or better, Sem 2 (2018) Year 3 & 5 NAPLAN Writing NMS data (2019). | Planning meetings PLTs - fortnightly | HOC Ped HOC DL DP Team Leaders Teaching Staff |
| Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention with an intentional view of indigenous students and children in out of home care | | 'Data parties' – 2 per term | DP HOC Ped HOC DL Support Teachers Team Leaders Teaching Staff |
| Learning Goals and Success Criteria is known by all students and feedback informs students of what they need to do to improve | 100% of students can clearly articulate their writing learning goal and articulate what they need to do to improve. | Ongoing | Teaching staff |

## Strategy – School Performance

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|---|
| Collect and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff. | English A-E and NAPLAN Writing NMS data from Similar Queensland State Schools (SQSS) is comparable | Week 9 Semester 1 Week 9 Semester 2 | Leadership Team |
| Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings | | Data party – 2 per term | DP HOC Ped HOC DL Teaching Staff |

## Strategy – Local Decision Making

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|---|
| Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletter, website, EIA, assemblies, Facebook | 100% of parents aware of writing as the EIA | Ongoing | Principal HOC Ped All Staff |
| Provide opportunity for parents to engage with writing pedagogy through identified whole school events and parent workshops. | 50% of parents attend parent workshops | 1 per semester | HOC Ped All staff |

## Strategy Regional Support

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|---|
| Engage with data coach to provide PD to staff on data literacy | | Term 2 | Regional Support |

| AIP Progress Review Reflections |
|---|
| At 3 months: |
| At 6 months: |
| At 9 months: |
| At 12 months: |

## Improvement priority – Observation & Feedback Culture

| Strategy : Develop a formal and strategic whole-school approach to the provision of observation and feedback for all staff members and providing feedback to students. | | | |
|---|---|---|---|
| **Strategy – Build leadership capacity.** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| TEACHER FEEDBACK | | | |
| Leadership team to build a strong foundational knowledge base around Feedback through research and collaborative discussions | | Term 1 | Leadership Team |
| Develop an implementation cycle for introducing to embedding a feedback culture around performance school-wide | Plan in place by end of Term 2 | Term 1,2 | Leadership Team |
| STUDENT FEEDBACK | | | |
| Investigate and explore ways that evidence-based feedback (teacher to student) can be built into teachers' practice | | Term 1, 2 | DP |
| **Strategy – Build teacher quality** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| TEACHER FEEDBACK | | | |
| Commence Walkthroughs as part of the process for developing trust amongst staff and Leadership Team to provide positive feedback on observations. | 100% of teachers will receive positive feedback from observations | Term 1 | Leadership Team Teaching staff |
| Professional development (shared mental model) of what feedback looks like at Bellmere SS | By end of Term 1, a shared mental model will be developed which has all staff agreement. | Term 1 | DP |
| Staff to visit classrooms and watch others work | 100% of teachers engaged in observations and feedback cycles | Ongoing | Teaching staff |
| Staff to identify an area of focus for observation and feedback | | Ongoing PDP Meeting each term Review Term 1 2019 | Leadership Team Teaching Staff |
| STUDENT FEEDBACK | | | |
| Provide staff with PD on effective feedback practices using the three feedback questions (Where is the learning going? How is the learner going and how do they get there? What next?) across the three levels (task, process, self-regulation) | 100% of teachers using effective feedback to students in reading and/or writing | Term 1 - 4 | DP |
| Engage teachers in moderation of giving feedback to students through PLTs and during internal moderation sessions | | Term 2, 3 and 4 | Leadership Team Teaching staff |
| **Strategy – Successful Learners** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| STUDENT FEEDBACK | | | |
| Provide opportunities for students to receive and use feedback to make improvements in their learning | 100% of students can clearly articulate their writing learning goal and articulate what they need to do to improve. | Ongoing | Teaching staff |
| Learning Goals and Success Criteria is known by all students and feedback informs students of what they need to do to improve | | Ongoing | Teaching staff |

| **Strategy – School Performance** | | | |
|---|---|---|---|
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| TEACHER FEEDBACK | | | |
| Survey teachers on the effective of observation and feedback cycle embedded throughout the school | SOS – 100% agree they receive feedback which | 2019 SOS Survey | Leadership Team Teaching Staff |

| | helps them improve their teaching | | |
|---|---|---|---|
| STUDENT FEEDBACK | | | |
| Survey students on how and when they receive feedback and the value of it to assist them to improve in their learning | SOS – 100% agree they receive feedback about their learning | End of 2018 | Teaching staff |
| **AIP Progress Review Reflections** | | | |
| **At 3 months:** | | | |
| **At 6 months:** | | | |
| **At 9 months:** | | | |
| **At 12 months:** | | | |

# Endorsement

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

Deb Lorraway

Principal

Bellmere State School
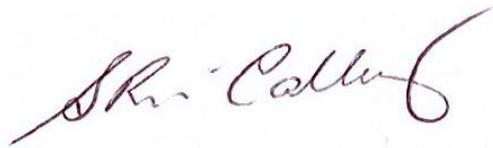
Sheree McCallum

School Council Chair

Bellmere State School