



Ferry Hills
State School
Annual Implementation Plan 2019



School Improvement Priorities 2019

VISION
<i>Achieving success together, every day.</i>
VALUES
As a school community we value: Respect: <i>We listen, care and celebrate difference.</i> Honesty: <i>We act with integrity.</i> Confidence: <i>We are positive and take risks.</i> Caring: <i>We are kind and offer to help all.</i> Commitment: <i>We are responsible and persistent.</i>
SCHOOL LEARNING EXPECTATIONS
Be Safe Be Respectful Be Responsible Be an Active Learner

Improvement priority: Reading, Writing & Inclusive Education

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Ensure consistency in the school approach to the teaching of reading using the gradual release of responsibility model.	All teachers receive coaching and feedback in 2019.	On-going throughout 2019.	Pedagogical Coach Leadership Team
Develop consistency by developing a school approach to the teaching of writing using a research-based approach utilising the school pedagogical framework.	100% of teachers engaged in professional development in writing.	On-going throughout 2019.	Leadership Team
Collect data to inform teaching and decision-making. Reading & Writing Data meetings with classroom teachers.	Increase the number of Year 3 students in the NMS for writing to 100% and the U2B to 50% by the end of 2019. Increase the number of Year 5 students in the NMS for writing to 100% and the U2B to 40% by the end of 2019. Increase the number of students in Years 3 and 5 achieving at or above the NMS in Reading to 100% in 2019. Increase the number of students who are at or above Internal Reading Benchmarks to 75% in Years 1 and 2 . Increase the number of students achieving a C or higher to 75% in English in Years 1 – 6 .	As per Assessment framework.	Leadership Team Classroom Teachers
Support the explicit reading and writing agenda through coaching, WoWs, Focused Observations and targeted resourcing.	100 % of teachers participating in explicit improvement agenda strategies (coaching, WoWs, FOs) within Reading and Writing.	On-going throughout 2019.	Pedagogical Coach Leadership Team

Use a case management approach to identify and implement strategies to support individual students (based on the Research of Lyn Sharratt). Develop Enrichment Programs which are aligned to the school's improvement agenda.	100% of student support is targeted intervention, which is data led, and focused on Reading & Writing learning outcomes. Establish a whole school case-management approach , led by Inclusive Education Team and supported by Regional AVT. Establish an Inclusive Education Team to co-construct an effective case management approach for students with diverse learning needs, using school and regional resources.	Sem. 1 2019	Deputy Principal IET (Inclusive Education Team)
Embed staff skills for a balanced program using modelled, shared, guided and independent reading processes.	100% of teachers implement classroom reading programs , which are aligned to the school's explicit reading frameworks. (Reading/Literacy blocks implemented 3 – 4 times per week)	On-going in 2019.	Leadership Team
Writing improvement agenda is implemented in 2019. Focus will be on building teachers' capacity to deliver quality classroom writing programs through developing: <ul style="list-style-type: none"> • Explicit Writing Learning Intentions • Explicit Writing Success Criteria • Writing Exemplars • Writing Goals • Explicit Feedback 	100% of teaching staff develop and implement writing learning intentions & success criteria as teaching & learning artefacts. 100% of students (Prep – 6) have writing goals, which are clearly aligned to writing success criteria. Explicit feedback on writing is regularly provided by teachers & students to improve writing standards. Bump it Up Walls are implemented in classrooms to support improved writing standards.	On-going in 2019.	HoC Ped. Coach Curriculum, Teaching & Learning Committee

Improvement priority: **Systematic curriculum delivery**

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Embed a whole-school curriculum, assessment and reporting framework based upon the Australian Curriculum that provides clarity and detail.	100% of teachers are utilising OneNote to store curriculum plans. 100% of teachers engage in collaborative planning. 100% of teachers engage in collaborate marking.	Ongoing	Head of Curriculum Teachers Leadership Team
Develop and embed staff data literacy skills to track student progress and reflect on the effectiveness of teaching practice.	All Staff using data to inform Teaching Data meetings each Term – teachers meet with leadership team to unpack data.	Ongoing	Leadership Team
Establish and communicate explicit and measureable targets and timelines that inform the narrow and sharp improvement agenda.	Targets as per Assessment & Reporting Framework.	Ongoing	Principal Deputy Principal HoC
Embed and refine collaborative planning with teachers each term and prioritise data-driven decisions to support improvement for the range of learners.		Each term	Head of Curriculum Principal Deputy Principal
Incorporate differentiation through the refinement of support and enrichment programs.	Inclusive practice all classrooms All students who require adjustments get them.	On-going	Deputy Principal IET teachers

Ensure differentiation is documented for all students for achieving success for Students with Disabilities.	Provide support for the management of students' case management plans (ICPs, Health Plans, OT & Speech action plans). Ensure that all reports related to managing student learning plans are stored, distributed and uploaded to student databases.		Deputy Principal IET teachers Classroom teachers
Develop and implement ICT, ELF & STEM initiatives, related to Australian Curriculum through the support of a HoC. Establish an ELF, STEM & ICT Committee.		Ongoing	Hoc STEM BYO iPad – teachers & Cathy Orchard

Improvement priority: **A culture that promotes learning.**

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Focus professional development on opportunities to implement and embed the gradual release of responsibility model (Reading & Writing) through coaching.	100% of teachers implement the GRR Model when explicitly teaching reading and writing.		Principal Pedagogical Coach HoC
Build teaching capability through structured coaching, mentoring, formal and informal observations.	Identified teachers (New & Beginning) to receive coaching in 2019. 100% of teachers to engage in Focused Observations aligned to Reading & Writing Improvement Agendas.	On-going in 2019	Leadership Team
Develop a whole school approach (Prep – Yr. 6) to support higher order thinking and deep knowledge, through semester based maths investigations . Critical and Creative Thinking & Problem Solving skills will be explicitly taught across the school. Provide opportunities for students to participate in enrichment programs aligned to improvement areas including maths and STEM (Robotics)	100% student participation in investigations. Improve U2B & percentage of students achieving A's and B's in Maths. Enter student teams in: - NWD Maths Tournament - Robotics – "Robo-cup" held at Morayfield East SS.	1 Investigation per Semester	HoC Classroom Teachers
Refine collaborative, school-wide processes (calibration, moderation and enrichment) to reinforce the high expectations for student learning.		End of each term.	Leadership Team
Communicate to the whole-school community the roles and responsibilities of the school leadership and teaching teams in leading and actioning the school's improvement agenda.		Week 2, Term 1	Principal
Develop a workforce plan aligned to the school's improvement agenda.		Term 1	Principal Deputy BM LCC
Develop a whole of school culture of consistent practices and high expectations around student behaviour <ul style="list-style-type: none"> Facilitate workshops: e.g. minor/moderate/major behaviours; consequences with least to most intrusive strategies; review flowchart; circle time; restorative chat, neuroscience of behaviour and implications for educational practice; escalation cycle. Review timetabled lunch break supervisions: supported play, lunch time clubs Communicate school-wide behaviour management processes and procedures with school staff and the community Document and implement targeted behaviour support for identified students to build engagement and academic success 	All staff using expected procedures and processes to support student behaviour Appropriate staff responses to behaviour 100% of the time	Ongoing	Deputy Principal Supportive School Environment Committee
Establish a range of lunchtime games & clubs which are well structured, high interest and responsive to students' physical learning needs.	Decrease the number of OneSchool Behaviour Incidents recorded during play-breaks.	On-going in 2019	Deputy
Enhance whole-school community consultation and communication processes.	Implement parent learning workshops for THRASS (spelling) in Terms 1 and 3. Continue to utilise communication methods including digital newsletter, text message service for up-coming event, QParents & QSchools Apps, twitter & school website.	On-going in 2019	Principal Deputy

	<i>Establish Early Years Committee</i> to develop networks between our school and local early learning centres.		
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Endorsement

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



Mr Bradley Geisel
Principal



Mrs Aisha Romilly-Rowe
P and C President

Mr Rob Mills
Assistant Regional Director