



Ferry Hills  
State School  
Annual Implementation Plan 2020



## School Improvement Priorities 2020

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

### Explicit Improvement Priority Areas:

- Explicit Writing Improvement Agenda
- Reading
- PBL (Positive Behaviour for Learning)
- Explicit Teaching & alignment with Pedagogical Framework
- A whole school framework for planning & implementing curriculum
- Case Management Approach to Inclusive Education
- Data Literacy

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 2020.	On-going throughout 2020.	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 2020.	Leadership Team
Collect data to inform teaching and decision-making. Writing Data meetings with classroom teachers (1 per term)	<ul style="list-style-type: none"> <li>- Increase the number of Year 3 students above the NMS (National Minimum Standard) for <b>Writing to 100% and the U2B (Upper two Bands) to 50% by the end of 2020.</b></li> <li>- Increase the number of Year 5 students above the NMS for writing to <b>100% and the U2B to 40% by the end of 2020.</b></li> <li>- Increase the number of students achieving a C or higher to 90% in English in Years 2 – 6</li> <li>- Increase the number of students achieving a B or higher to 50% in English in Years 2 – 6.</li> </ul>	As per Assessment framework.	Leadership Team  Classroom Teachers

Support the explicit reading and writing agenda through coaching, WoWs, Focused Observations and targeted resourcing.	<b>100 %</b> of teachers participating in explicit improvement agenda strategies (coaching, WoWs, FOs) within Reading and Writing.	On-going throughout 2020.	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 that are aligned to the school's improvement agenda.	<b>100% of student support</b> is targeted intervention, which is data led, and focused on Reading & Writing learning outcomes. <b>Establish a whole school case-management approach</b> , led by Inclusive Education Team and supported by Regional AVT. <b>Establish an Inclusive Education Team</b> to co-construct an effective case management approach for students with diverse learning needs, using school and regional resources.	Sem. 1 2020	Deputy Principal IET (Inclusive Education Team)
Embed staff skills for a balanced program using modelled, shared, guided and independent reading processes.	<b>100% of teachers implement classroom reading programs</b> , which are aligned to the school's explicit reading frameworks. (Reading/Literacy blocks implemented 3 – 4 times per week)	On-going in 2020.	Leadership Team
Writing improvement agenda is implemented in 2020. Focus will be on building teachers' capacity to deliver quality classroom writing programs through developing: <ul style="list-style-type: none"> <li>• Explicit Writing Learning Intentions</li> <li>• Explicit Writing Success Criteria</li> <li>• Writing Exemplars</li> <li>• Writing Goals</li> <li>• Explicit Feedback</li> </ul>	<b>100% of teaching staff</b> develop and implement writing learning intentions & success criteria as teaching & learning artefacts. <b>100% of students</b> (Prep – 6) have writing goals, which are clearly aligned to writing success criteria. <b>Explicit feedback</b> on writing is regularly provided by teachers & students to improve writing standards. <b>Bump it Up Walls</b> are implemented in classrooms to support improved writing standards.	On-going in 2020.	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.	<b>100% of teachers</b> are utilising OneNote to store curriculum plans. <b>100% of teachers</b> engage in collaborative planning. <b>100 % of teachers</b> 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.	<b>100% of teachers</b> 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.	<b>Identified teachers (New &amp; Beginning)</b> to receive coaching in 2020. 100% of teachers to engage in Focused Observations aligned to Reading & Writing Improvement Agendas.	On-going in 2020	Leadership Team
Develop a whole school approach (Prep – Yr. 6) to support higher order thinking and deep knowledge, through <b>semester based maths investigations</b> . Critical and Creative Thinking & Problem Solving skills will be explicitly taught across the school. <b>Provide opportunities for students to participate in enrichment programs</b> aligned to improvement areas including maths and STEM (Robotics, STEM Club)	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
Enhance whole-school community consultation and communication processes.	<b>Implement parent learning workshops for THRASS</b> (spelling) in Terms 2 and 3. <b>Continue to utilise communication methods</b> including digital newsletter, text message service for up-coming event, QParents & QSchools Apps, twitter & school website. <b>Establish Early Years Committee</b> to develop networks between our school and local early learning centres.	On-going in 2020	Principal Deputy
Re-energising FHSS as a <b>Positive Behaviours for Learning (PBL)</b> School – build upon the current supportive atmosphere of the school to build an ethos of high expectations and a commitment to purposeful, successful learning			
Participate in School Wide Evaluation Tool & Effective Behaviour Support surveys – Create baseline data to establish PBL Action Plan for 2020	100% off staff participation	Term 1	Deputy Principal PBL Committee PBL External Coach



Train new staff in PBL in order to develop and maintain a consistent whole-school approach to PBL	100% off staff participation	Ongoing	Deputy Principal PBL Committee PBL External Coach
Review -mission statement and motto -philosophy on learning and behaviour -and redevelop branding – mascot, signage, advertising -Develop in consultation new Student Code of Conduct	100% off staff participation Community consultation	End of 2020	Principal/DP PBL Committee PBL External Coach
Review and redevelop acknowledgement systems specific including type and frequency – Free & Frequent, Short Term and Long & Strong – Tangible and Non-Tangible	100% off staff participation	Semester 1 2020	DP PBL Committee PBL External Coach
Review/develop processes for celebrating expected behaviour – Student of the Week, daily class awards, published in Newsletter. Develop staff reinforcements to promote ownership and adherence to PBL processes	100% staff participation	Term 1 2020	DP in consultation with all staff and students Leadership Team
Embed use of Minor and Major classification – Define examples and non-examples. Relate to one school Embed use of step chart/flowchart in response to negative behaviour (Classroom and Playground) Develop suggested responses for behaviour related specifically to Minor/Major	100% staff following process	End 2020	All staff
Use clean behaviour data for decision making regarding whole school lessons, supervision at lunchtimes and individual supports -	Coach teachers on entering clean behaviour data in line with our Responding to Behaviour flowchart	Ongoing	All staff
Continue to distribute a whole school weekly lesson plan which explicitly addresses targeted behaviours	Reduce whole school major behaviours by 2%	Ongoing	DP PBL 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 2020	Deputy

#### Endorsement

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



Mr Bradley Geisel  
Principal



Mrs Zoe Moss  
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