

# Yarraman P - 9 State School

## Annual Implementation Plan 2020

### Priority - Build a positive culture of teaching and learning

Target - 100% of teaching staff contribute to the whole school curriculum plan for a flexible Prep – Year 9 multi-age and straight teaching context that implements the Australian Curriculum, C2C assessment and articulates the sequence of teaching.

Target -100% of teaching staff contribute to the development of KLA unit banks enriched with evidence based practice

Target: 100% of teaching staff participate in local and cluster moderation processes to ensure accuracy of student achievement, teacher judgement and consistency.

Target: 88% of Primary students and 92% of secondary students receive a C or higher in English, Maths and Science

Target: School Opinion Survey: 80% staff, students and Parents 90%

Target: Student Attendance – Over all 92%, 25% less that 85%, Primary 92% Primary Indigenous 90%, Secondary 90% and Secondary Indigenous 92%

Strategies	Targets	Timelines	Responsible Officer/s
Collaboratively develop and embed an explicit strategic planning and change management process to drive the school's AIP, whole-school initiatives and priorities with quality assurance practices to measure impact.	100% of staff contribute to the change management process through department, PLC and whole staff meetings	Twice per term	Kurt Rose, Karlie Hooper, Libby Clapperton
Develop and embed a school process for data analysis and discussions to monitor student progress over time and to support teachers to make targeted adjustments to their teaching practice.	100% of staff can articulate a greater knowledge of how to support targeted students	Ongoing	Kurt Rose, Karlie Hooper, Libby Clapperton
Convert current Responsible Behaviour Plan for students to Student Code of Conduct.	Completion of Student Code of Conduct	Term 4	Kurt Rose, Libby Clapperton
Review and enact school wide positive behaviour matrix to ensure that the preconditions for learning are optimised.	Completion of positive behaviour matrix	Term 1 - 4	Kurt Rose, Libby Clapperton
Develop and enact a statement of secondary non negotiables through staff collaboration and delivery.	100% of secondary staff enact agreed non negotiables that are evident in daily practice	Ongoing	Kurt Rose, Libby Clapperton
Introduce and enact Tier 2 Positive Behaviour for Learning whole school strategies and processes.	Tier 2 PBL whole school strategies are introduced and are visible in classrooms	Ongoing	Kurt Rose, Libby Clapperton
Employ a Youth Support worker to assist with student engagement in the secondary school.	Youth Support worker visits weekly, connects with students and student support team regarding student development	Ongoing	Kurt Rose, Libby Clapperton
Employ an Attendance Officer (AO) to assist the tracking and rewarding of student attendance and implement strategies for improvement.	AO contributes to the attendance team and connects with student support teams regarding students with low attendance	Ongoing	Kurt Rose, Libby Clapperton
Build staff capacity to differentiate and support staff, according to their capacity to carry out the desired work.	Develop whole school professional development plan that aligns to staff needs and development	Term 2 and Term 4	Kurt Rose, Jodi Beacham
Build capacity of staff to further develop their ability to manage student behaviour through collaboration and shared communication.	100% of teaching and teacher aide staff demonstrate greater application of essential classroom skills	Ongoing	Kurt Rose, Libby Clapperton

**Priority – Life-long, agile and aligned curriculum**

**Target: 95% of Students at or above NMS in Year 3, Year 5, Year 7 and 90% Year 9 Naplan Reading. (Excluding ICP students)**

**Target: 80% of Students reaching a C level or higher in English, Maths and Science. 90% of ICP students A – C English and Maths.**

**Target: 80% of Prep – Year 2 students demonstrating age appropriate clusters on the literacy continuum.**

**Target: 100% of Prep – Year 3 students not meeting age appropriate Oral Language, Phonemic Awareness are identified and supported through targeted intervention.**

**Target: 65% of Students meeting reading bench march standards**

**Target: 100% of students demonstrating one-year's growth aligned to the regional growth.**

**Target: Implementation of the Australian Curriculum – 100% of Unit plans are complete, enacted, aligned to achievement standards and reviewed each year.**

Strategies	Targets	Timelines	Responsible Officer/s
Develop a whole-school curriculum plan aligned to the AC, including associated learning area plans that make clear what teachers should teach and what students need to know and do.	100% of planning documents articulate what teachers should teach and what students need to know and do.	Ongoing	Kurt Rose, Karlie Hooper
Continue and enhance collaborative processes to support whole-school curriculum planning, with an emphasis on all class teachers developing a deep understanding of the AC.	100% of teaching staff provided with additional planning time under the instruction of HOC.	Ongoing	Kurt Rose, Karlie Hooper
Enact a whole school approach of unit planning that meets the needs of all students while articulating what students need to know and do for each unit of work	100% of planning documents articulate what teachers should teach and what students need to know and do while being saved on the schools OneNote resource	Ongoing	Kurt Rose, Karlie Hooper
Develop staff capacity to track and utilise P-10 Literacy continuum (reading) to monitor progress and plan for next steps in student learning.	100% of English Teachers able create and track reading goals	End of Term 2	Karlie Hooper, Kurt Rose
Develop 1 to 2 reading goals per term cycle, supported by teachers providing verbal and written feedback to students that aligns to the literacy continuum – Reading.	100% of students are able to articulate development on “bump it up walls”	Term 1-4 Review & rewrite	Kurt Rose
Enact Explicit Instruction Methodologies for teaching of all new content with a focus on gradual release of responsibility phases and consolidation episodes	Classroom walkthroughs provide feedback to teachers on effective delivery of EI	Ongoing	Kurt Rose
Reinvigorate visible learning in classrooms through the “3 <sup>rd</sup> Teacher” providing students with a visible representation of “what students need to know and do”, supported by students ability to discuss the representation	100% of teachers choose 1 class to visibly demonstrate students learning, supported by students ability to discuss the representation	Term 2 - 4	Kurt Rose
Introduce “Speech Sound Pics” in the Prep classroom as a strategy to target phonemic awareness development	80% of Prep students demonstrate appropriate junctures in Oral Language and Phonemic Awareness	Term 2 - 4	Kurt Rose, Karlie Hooper
Collaboratively establish and implement a process for the moderation of student work through school and cluster opportunities.	School to participate in local and cluster moderation experiences specific to English	Term 2 - 4	Kurt Rose, Karlie Hooper
Employ a Head Of Curriculum to drive the creation of a whole school curriculum plan and lead curriculum priorities.	Delivery of whole school curriculum plan	Term 4	Kurt Rose, Karlie Hooper
Employ Speech Language Pathologist to improve oral language in the early years and intervention for identified students.	P – Yr. 3 students not meeting age appropriate areas are identified and supported through targeted intervention.	Ongoing	Kurt Rose
Develop and engage Teacher Aides to enable their assistance in delivering intervention programs and curriculum support.	100% of TA demonstrate growth in the ability to deliver intervention programs and curriculum support	Ongoing	Kurt Rose
Where appropriate teaching staff use existing CARA guidelines in the risk assessment process.	100% of subjects are aligned to CARA guidelines in the risk assessment process and is articulated in planning	Ongoing	Kurt Rose, Karlie Hooper

**Priority - Sustainable School Systems and Processes**

**Target: School Opinion Survey 80% believe communication in the school is effective**

**Target: School Finance and Systems Review 100% staff complete WHS incidences and Risk assessment processes in line with school and ACARA guidelines.**

Strategies	Targets	Timelines	Responsible Officer/s
Systematically monitor, review and evaluate the effectiveness of human and financial resource allocations in priority areas, to ensure they are maximising outcomes for all students.	Leadership team monitors indicators and feedback is provided to staff	Term 1 - 4	Kurt Rose, Karlie Hooper, Libby Clapperton, Jodi Beacham
Establish a clear, documented process for referral of students educationally at risk.	100% of staff are can articulate and demonstrate the schools process for referral of students educationally at risk.	Term 3 and 4	Kurt Rose, Libby Clapperton
Establish clear role descriptions that articulate responsibilities of the various members of the support team and the class teacher in relation to the development of ICPs and associated unit plans and assessment tasks for identified students.	100% of staff can articulate responsibilities of the various members of the support team	Term 2	Kurt Rose, Libby Clapperton
Ensure all staff log WHS incidences in MyHR WHS by the next business day.	100% of WHS incidences are monitored and reviewed by the school WHS team and principal	Ongoing	Kurt Rose, Jodi Beacham
Excursion planners are completed in a timely manner, each occasion identifying the location, dates, costs and students attending while ensuring risks are appropriately considered and managed so as school leaders and the Principal can approve before the commencement date.	100% of Excursion planners adhere to school process	Ongoing	Kurt Rose, Libby Clapperton
The training of Curriculum activity risk assessment process to be reviewed to ensure that Teacher Aides are provided with mandatory CARA training as per the requirements of the 2020 Ready Reckoner	100% of teachers and teacher aides complete 2020 CARA training requirements	Term 1	Kurt Rose

**Priority - Parent and Community Engagement**

**Target: School Opinion Survey 90% parents and 90% students**

**Target: Enrolment Retention/Confidence - 100% of Yarraman P – 9 Year 6 students transition to Yarraman secondary.**

**Target: 100% of students and parents participate in transition occasions for Prep, Junior Secondary and Senior schooling at NSHS.**

**Target Student Attendance – Over all 92%, 25% less that 85%**

**Target: Community participation - Increase parent and community participation in celebration events, parent teacher interviews and cluster/feeder school events**

Strategies	Targets	Timelines	Responsible Officer/s
Continue to identify and build strategic partnerships that are sustainable and have become an accepted part of the culture of the school and community.	Increase partnerships with stakeholders to support student opportunities and experiences	Ongoing	Kurt Rose, Libby Clapperton
Strengthen and enact partnership with feeder primary schools and Nanango SHS	Increased participation in cluster curriculum, staff and student wellbeing events	Ongoing	Kurt Rose

**Endorsement**

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

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Principal

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P and C / School Council

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Assistant Regional Director