

Our Vision – Inspiring minds, Creating opportunities, Shaping Queensland’s future.

Our purpose – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

North Coast Region
Noosaville State School

2019



Noosaville State School

Students and Staff

are

Accomplished,

Compassionate,

Empowered

Explicit Improvement Agenda

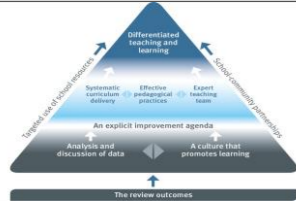
Every Student Succeeding



TEACHING AND LEARNING FOCUS



School Improvement



An explicit improvement agenda

Analysis and Discussion of Data

A Culture that promotes learning

Targeted used of School Resources

An expert teaching team

Systemic Curriculum Delivery

Differentiated teaching and learning

Effective Pedagogical Practices

School-Community Partnerships

Improvement Strategies

NUMERACY

Semester 1 continuing 2018 goal for 2019 embedding

- To develop competent, confident, creative students who can communicate using mathematical language.

WRITING

Semester 2 2019 introducing and continuing

- To develop competent, confident users who can communicate effectively through writing.

DATA LITERACY

- Develop data literacy with staff to impact on teaching strategies for targeted student learning.

TARGETS- 2019

Student Attendance - 94 %

Student Achievement 80%+ of students achieving C or more by semester 2, 2019

Semester	English		Math	
	1	2	1	2
Prep #	76%	80%	80%	81%
Year 1	64%	80%	82%	83%
Year 2	78%	80%	77%	80%
Year 3	86%	80%	75%	80%
Year 4	87%	90%	90%	91%
Year 5	88%	90%	87%	90%
Year 6	90%	91%	93%	94%

ACHIEVEMENT- NAPLAN

% of students achieving U2B

U2B	Yr 3	Yr 5
Reading	75%	75%
Numeracy	75%	75%
Writing	73%	73%

Noosaville State School Annual Improvement Plan 2019

School Improvement Priority – Numeracy within the Australian Curriculum

Strategy – Teaching Quality	Actions – Numeracy within the Australian Curriculum	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Align Staff APRs to the improvement priority of Numeracy with data literacy and team goals for Lifting the Bar in Numeracy pedagogy 	Term 1 & 3 APR Meetings	Staff Meeting Individual Staff and Team Meetings during planning time	Principal/DP	100% of staff engage with APR process	At 3 mths: At 6 mths:
	<ul style="list-style-type: none"> Planning meetings to develop a shared understanding and commitment to developing Numeracy with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas 	Each term	Staff Meetings Planning Meeting PLCs	Principal DP HOC	80% of students achieving a C or better in Numeracy Alignment of Achievement standards across KLAs	At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Planning meetings with all teachers engaging in the post moderation process 	Each term	In PLC/staff meeting	HOC	100% of teachers attend post moderation for Numeracy	
	<ul style="list-style-type: none"> Professional development to enhance teacher knowledge of Australian curriculum Numeracy through deepening knowledge of Achievement Standards and 	Each term	TRS days DATA ROADSHOWS TRS days per term/NCR & Noosa Cluster Alliance Planning	Principal/Deputy/HOC Peer Coaches	100% of teachers using the NCR pre- moderation planner for Numeracy	

	curriculum Intent through the Pre-Moderation Process.				
	<ul style="list-style-type: none"> Provide time for teaching staff to plan effectively for Numeracy use data to inform the teaching and learning program aligned to the Australian Curriculum 	Each term provision of 1 / 2 day planning	TRS per term	Peer Coaches	SOS data – teacher satisfaction
	<ul style="list-style-type: none"> Use peer observation, feedback and differentiated coaching to share best practice and improve teaching 	Each term – walkthrough/supportive or formal observation	Leaders / Peer Coaches TRS	Principal/DP/HOC Teacher	SOS data – teacher satisfaction with quality professional development
	<ul style="list-style-type: none"> Professional development to deepen staff knowledge, understanding and pedagogical practice of the Elements of a good Numeracy lesson, Explicit Teaching, Warm Ups and Critical Thinking. 	Term 1 and Term 2 professional learning	Numeracy Focus Staff Meetings	Principal DP/HOC Teacher	
	<ul style="list-style-type: none"> Collaborative and co-teaching across the school to enable shared responsibility for the success of all students through developing teacher knowledge and expertise to include 	Term 3 and Term 4	Inclusion Teachers attending pre moderation meetings and aligned to their year groups and engagement as case managers for identified students and co teaching within classrooms	Inclusion teachers	100% of Inclusion teachers attending pre moderation meetings

	and engage all learners. Inclusion staff working alongside teachers in classrooms to deliver mathematical pedagogy					
Strategy – Successful Learners	Actions – Data Literacy	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Develop inclusion policy for a whole school approach to support the learning of all students 	Term One and ongoing	Whole School Inclusion Policy	Head of Inclusion/Principal?Deputy/HOC	100% of staff engaged in PD	At 3 mths: At 6 mths: At 9 mths:
	<ul style="list-style-type: none"> Review assessment tasks for multiple pathways and choice for students with diverse learning needs to demonstrate their abilities 	Ongoing	Planning documentation – differentiation	Head of Inclusion/Principal Inclusion Staff Teachers	Assessment tasks cater for diverse needs of learners	At 12 mths:
	<ul style="list-style-type: none"> Data conversations for analysis of student data to monitor progress, guide professional practice, pedagogy next steps and intervention as needed 	As per Assessment and Target Plan	Target and Assessment Plan	All staff	100% of teachers involve in data analysis conversations	
	<ul style="list-style-type: none"> Conversations analysing Early Start and Show Me Papers to monitor students' progress in Numeracy and identify Mathematical behaviour goals for students 	Each term	Show Me Papers Early Start Budget	All staff	Data Profiles – whole school Show Me Analysis Data Collection – individual student Mathematical Data	

	<ul style="list-style-type: none"> Planning time discussions to focus on inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students 	Every Day in every classroom	Student Support Meetings Teaching and learning programs Walkthroughs/Observations	Head of Inclusion/Principal HOC/STLaN Teachers/Inclusion staff	100% completion of ICPs; ISPs; ESPs	
	<ul style="list-style-type: none"> Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in Numeracy 	Each term	Oneschool data sets PBL data sets	Principal Deputy GO Staff	Data analysis discussions each term with 100% engagement Above 93% attend	
	<ul style="list-style-type: none"> Staff meetings discussions and policy development for an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in Numeracy 	Every day in every classroom	Oneportal – Wellbeing Frameworks, Community Engagement Framework, Disability Resourcing Inclusion Policy Developed	Whole school community	% reduction in behaviour incidents	
	<ul style="list-style-type: none"> Planning meeting and cluster discussions to provide challenging learning experiences that further develop Numeracy through 	Term One and ongoing monitoring	Lifting the Top Project	Leadership Team working aligned to year levels – data interrogation, actions and monitor	10% of students achieving in U2B for Numeracy each year level	

	critical and creative thinking capabilities across the curriculum					
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Strategy – Principal Leadership and Performance	Actions – Inclusive Practices	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Leadership to lead an inclusive and collaborative culture, deepen learning and foster accountability, roles & responsibilities 	Ongoing		Principal Deputy Head of Inclusion		At 3 mths: At 6 mths: At 9 mths:
	<ul style="list-style-type: none"> The school leadership team routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices 	Each term	I4S Budget	All staff	100% of staff engaged in collegial engagement practices	At 12 mths:
	<ul style="list-style-type: none"> Review teaching and learning calendar each term to identify expectations of school staff to enact the strategies within the AIP and Assessment and Target plan 	Each term	SFD Staff meeting	HOC	100% of staff receive a teaching and learning calendar at the commencement of each term	
Strategy – School Performance	Actions – Data Literacy	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Data conversations to work collaboratively within and across schools to improve student achievement in Numeracy using data evidenced inquiry cycles 	As per target and assessment plan	Target and Assessment Plan	All staff	100% of staff engaged in collaborative data analysis	At 3 mths: At 6 mths: At 9 mths:
	<ul style="list-style-type: none"> Collect and triangulate Numeracy data (identified within School Target and Assessment Plan) to monitor performance, review practice and strategy outcomes through data analysis inquiry 	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	At 12 mths:
	<ul style="list-style-type: none"> Provide regular opportunities to analyse student Numeracy data through the school contextualised data analysis inquiry to inform teacher planning 	Each term	Target and Assessment plan Pre-moderation	All staff	100% of staff engaged in data analysis	

	<ul style="list-style-type: none"> Analyse Numeracy data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings 	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	
Strategy – Regional support	Actions – Regional Projects	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Engage with NCR offer of PATL support for pre moderation opportunities 	Each Term	NCR PA-AC Budget	Deputy HOC	100% of teachers use the NCR planning process	At 3 mths: At 6 mths:
	<ul style="list-style-type: none"> Engage with NCR offer of Early Years Coach support for pre moderation and rigor in early years planning 	Each Term	NCR Early Years Coach Budget	Principal HOC	100% of teachers use the NCR planning process	At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Engage with NCR offer of Inclusion project support to move from School B 	Each Term	Inclusion Project-Alison Welch, Lifting the Top	Principal Deputy Head of Inclusion		
Strategy – Local Decision Making	Actions – Community Engagement	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Increase engagement in the school and local community through positive and timely supportive communication 	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 3 mths: At 6 mths:
	<ul style="list-style-type: none"> Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades. 	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Provide opportunities to share Numeracy pedagogy with parents through scheduled learning opportunities and workshops 	Ongoing	Parent Teacher Interviews Numeracy parent workshops	All staff	SOS data	

Endorsement

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



Principal



P and C / School Council

Assistant Regional Director

Noosaville State School Annual Improvement Plan 2019

School Improvement Priority – Writing within the Australian Curriculum

Strategy – Teaching Quality	Actions – Writing Within the Australian Curriculum	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> During planning meetings develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum 	Each term	Staff Meetings Cluster Meetings SFDs	HOC Deputy Principal HOC	80% of students achieving a C or better in English Alignment of Achievement Standards	At 3 mths: At 6 mths: At 9 mths:
	<ul style="list-style-type: none"> Use planning meeting times for all teachers to engage in the post moderation process 	Each term	In lieu of staff meeting	HOC Deputy	100% of teachers attend post moderation for English	At 12 mths:
	<ul style="list-style-type: none"> Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process through year level team discussion process. 	Each term	TRS provision through I4S	HOC Principal Deputy BM	100% of teachers using the NCR anchor chart to plan for English	
	<ul style="list-style-type: none"> Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum 	Each term provision of 1 / 2 day planning	TRS provided per term	Principal BM	SOS data – teacher satisfaction	
	<ul style="list-style-type: none"> During planning times and through release use peer observation, feedback and differentiated coaching to share best practice and improve teaching strategies 	Each term – walkthrough/formal observation	TRS provided per term	HOC Teachers Teacher Aides	SOS data – teacher satisfaction	

	<ul style="list-style-type: none"> Coaching and professional development to deepen staff knowledge, understanding and pedagogical practice of the 4 writing procedure – Modelling, Shared and Interactive Writing, Guided and Independent writing through the Gradual Release of Responsibility Model 	Term 1 and Term 2 professional learning	“How to Teach Writing” Staff Meetings	HOC Teacher	100% of teachers involved in the process	At 3 mths: At 6 mths: At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Collaborative and co-teaching across the school enables shared responsibility for the success of all students through developing teacher knowledge and expertise to include and engage all learners. Specialist inclusion staff working alongside teachers in classrooms to deliver writing instruction 	Term 3 and Term 4	Specialist Teachers attending pre moderation meetings	Specialist and inclusion teachers	100% of teachers including inclusion teachers attending pre moderation meetings	
Strategy – Successful Learners	Actions - Inclusive Practices	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Develop an inclusion policy for whole school approach to support the learning of all students 	Term 2	Inclusion Policy	Head of Inclusion HOC	100% of staff engaged in PD	At 3 mths: At 6 mths:
	<ul style="list-style-type: none"> Review writing assessment tasks to plan for multiple pathways to individualise for student learning needs to demonstrate their abilities 	Ongoing	Planning documentation – anchor charts	Principal Inclusion Staff Teachers	Assessment tasks cater for diverse needs of learners	At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Planning meeting time to analyse student data to monitor progress, guide professional practice and transitions, and ensure early intervention and extension as needed 	As per Assessment and Target Plan	Target and Assessment Plan	All staff	100% of teachers involve in data analysis conversations	
	<ul style="list-style-type: none"> Release to use Early Start and the Literacy Continuum to monitor students’ progress in writing and identify writing goals for students 	Each term	Literacy Continua Early Start Budget	All staff	Whole school and class data Data Collection – individual student literacy continua	

	<ul style="list-style-type: none"> Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students 	Every day in every classroom	Student Support Meetings Teaching and learning programs Walkthroughs/Observations	Principal Head of Inclusion Teacher	100% completion of ICPs; ISPs; ESPs	At 3 mths: At 6 mths:
	<ul style="list-style-type: none"> Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in writing 	Each term	Oneschool data sets PBL data sets	Principal Staff GO	Data analysis discussions each term with 100% engagement Above 93% attendance	At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in writing 	Every day in every classroom	Oneportal – Wellbeing frameworks, Disability Resourcing	Whole school community and staff	10% reduction in behaviour incidents Increase percentage of positive corrections to negative 5 : 1	
	<ul style="list-style-type: none"> Planning discussions on differentiated curriculum to provide challenging learning experiences that further develop writing through critical and creative thinking capabilities across the curriculum. 			HOC STLaN All Teachers	10 % of students achieving in U2B for Writing in each year level	
Strategy – Principal Leadership and Performance	Actions – Inclusive Practices	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Lead an inclusive and collaborative culture and deepen learning and foster accountability through professional development opportunities and ongoing conversations 	Ongoing	SFD Staff meeting	Principal Head of Inclusion Inclusion Teachers		At 3 mths: At 6 mths At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> The school leadership team routinely review inclusive practices across the school to ensure 	Each term	Walkthroughs Observation and feedback	All staff	100% of staff engaged in collegial	

	alignment with evidence-based inclusive practices				engagement practices	
	<ul style="list-style-type: none"> Review the teaching and learning calendar each term to identify expectations of school staff to enact the strategies within the AIP and Assessment and Target plan 	Each term	Teaching and Learning Calendar	HOC	100% of staff receive a teaching and learning calendar at the commencement of each term	
Strategy – School Performance	Actions – Data Literacy	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> During planning meetings work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles. 	As per target and assessment plan	Target and Assessment Plan	All staff	100% of staff engaged in collaborative discussion of data analysis	At 3 mths: At 6 mths: At 9 mths:
	<ul style="list-style-type: none"> Collect and triangulate Writing data (identified within School Target and Assessment Plan) to monitor performance, review practice and strategy outcomes through data analysis inquiry. 	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	At 12 mths:
	<ul style="list-style-type: none"> Provide regular opportunities through planning meeting times to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning 	Each term	Target and Assessment plan Pre-moderation	All staff	100% of staff engaged in data analysis	
	<ul style="list-style-type: none"> Analyse writing data at an individual, cohort and whole school level to monitor performance and inform pedagogical practice through teacher planning meetings 	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	
Strategy – Regional support	Actions – Regional Project Involvement	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Engage with NCR offer of support for pre moderation opportunities 	Each Term	NCR Curriculum Roadshows Budget	Principal HOC	100% of teachers use the NCR planning process	At 3 mths: At 6 mths:

	<ul style="list-style-type: none"> Engage with NCR offer of Early Years Coach support for pre moderation opportunities 	Each Term	NCR Early Years Coach Budget	Principal HOC	100% of teachers use the NCR planning process	At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Engage with NCR offer of Inclusive Resourcing support 	Each Term	Inclusion Project – Alison Welch, Lifting Top Project	Head of Inclusion/Principal		
Strategy – Local Decision Making	Actions – Community Engagement	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Employ a variety of strategies to engage with the local community and support initiatives 	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 3 mths: At 6 mths:
	<ul style="list-style-type: none"> Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades. 	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 9 mths: At 12 mths:
	<ul style="list-style-type: none"> Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities and parent workshops 	Ongoing	Parent Teacher Interviews Parent workshops	All staff	SOS data	

Endorsement

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



Principal



P and C / School Council



Assistant Regional Director