

SYSTEMIC PRIORITIES

The *Every Student Succeeding State Schools Strategy 2016 – 2020* is the improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.

Our 4 year School Strategic Plan and subsequent Annual Implementation Plans will reflect these identified key strategies:

Key Strategies	Supported at school level by:
Successful Learners	Planning FOR Feedback embedded in planning process Assessment Schedule review Consolidate curriculum plan Explore learning environment design
Teaching quality	Coaching and Mentoring program Planning process Professional Development Plans Feedback FOR Learning
Principal leadership and performance	Principal PDP Mentoring through Mount Coot-tha cluster and Team 7 Feedback coaching for Leadership Team
School performance	I4S Strategy Improvement Agenda Wellbeing Framework Moderation and assessment schedule
Regional support	Mount Coot-tha Cluster network Team 7 network
Local decision making	Professional Learning Communities Local Consultative Committee Parents & Citizens Association consultation



SCHOOL IMPROVEMENT PRIORITIES



The above model reflects the findings from 2016 through the Full School Review and other internal reviews. It outlines the key areas of focus for 2017 and beyond. We aim to improve student achievement and build capacity of Teachers to deliver this improvement. These strategies align also with systemic priorities.

[Rationale and research found in PRSS Strategic Plan 2017 – 2020 overview](#)



School Improvement Priority: Teaching & Learning

Success Indicators

- 100% of teachers engaged in processes aligned with Teaching & Learning Cycle aligned with 2017 unit plans.
- Units and resourcing to reflect commitment to new unit priorities.
- 100% of teachers submitting accurate and timely assessment data to OneSchool.

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Planning FOR Feedback			
<p><u>Actions:</u></p> <ul style="list-style-type: none"> • Consolidate planning process in line with Teaching and Learning Cycle embedding feedback process for students in writing; • Develop planning process in line with Teaching and Learning Cycle embedding feedback process for students in mathematics; • Targeted differentiated instruction through a case management process during planning; 	<ul style="list-style-type: none"> • Increase U2B NAPLAN writing results in year 3 to 60% in 2017; • Increase U2B NAPLAN writing results in year 5 to 50% in 2017; • Consolidate and increase English "A" results to 20% across the school by semester 2 2017; • Involve 100% of teaching staff in Feedback FOR Learning process in English and Mathematics by end of 2017; • Involve 100% of teaching staff in case-management process for all students in 2017; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> • Leadership Team consultation • 2 Planning cycles (English Unit) • Initial case-management session <p><u>6 months:</u></p> <ul style="list-style-type: none"> • 1 – 2 further planning cycles • Review reading data • Review A – E data <p><u>9 months:</u></p> <ul style="list-style-type: none"> • 1 – 2 further planning cycles • Explore options for planning in mathematics • Review NAPLAN data 	<p>HOC (planning procedures) HOC & STLaN (P – 3 support) UQ Consultant (Feedback work 4 – 6 & Leadership Team)</p> <p>Resourcing: I4S budget – TRS/Staffing Current staffing model</p>
Strategy 2: Assessment FOR Learning			
<p><u>Actions:</u></p> <ul style="list-style-type: none"> • Review assessment schedule; • Consolidate the development of pre- and post-assessment pieces for units of work; • Outline expectations around data collection with consultation with LCC; 	<ul style="list-style-type: none"> • Assessment Schedule developed in line with standards of evidence; • 100% of teaching staff involved in the development of assessment within the Planning FOR Feedback process; • 100% of teaching staff completing relevant assessment and entering results in OneSchool in line with assessment schedule; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> • Review assessment schedule including changes to intervention assessment • 2 assessment cycles • Data input expectations <p><u>6 months:</u></p> <ul style="list-style-type: none"> • 2 further assessment cycles • Monitoring of data input • Review reading data <p><u>9 months:</u></p> <ul style="list-style-type: none"> • 1 further assessment cycle 	<p>HOC (planning procedures) LCC (consult with Principal and staff)</p> <p>Resourcing I4S budget – TRS/Staffing</p>



School Improvement Priority: Quality Learning Environments

Success Indicators

- Plan developed for future classroom environments as part of master plan supported by P&C Committee
- Positive feedback from School Opinion Survey.

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Classroom Environments			
<u>Actions:</u> <ul style="list-style-type: none"> • PLC goal setting and contribution through action research to master plan; 	<ul style="list-style-type: none"> • Development of Master plan in consultation with staff, P&C and broader community; • Learning Environment PLC to develop SMART goals and action for 2017; 	<u>3 months:</u> <ul style="list-style-type: none"> • Action planning for PLC • Begin master planning discussions <u>6 months:</u> <ul style="list-style-type: none"> • Tender for Architectural firms to engage in master plan process • Begin master plan process <u>9 months:</u> <ul style="list-style-type: none"> • Finalise plan and prepare outline for P&C for 2018 planning 	Principal PLC Resourcing School Budget P&C project funding
Strategy 2: Collaborative Learning			
<u>Actions:</u> <ul style="list-style-type: none"> • Provide opportunities for teachers to collaborate for planning and teaching; 	<ul style="list-style-type: none"> • 100% of teaching staff involved in Teaching and Learning Cycle planning, teaching and assessment processes in 2017; 	<u>3 months:</u> <ul style="list-style-type: none"> • Opportunities for team planning and mentoring during staff meetings • Planning cycles <u>6 months:</u> <ul style="list-style-type: none"> • Review PLC process for embedding priorities <u>9 months:</u> <ul style="list-style-type: none"> • Review planning processes for impact on learning 	HOC Principal P&C and parent representative Resourcing I4S – TRS School Budget (unit resources) P&C budget



School Improvement Priority: Professional Learning

Success Indicators

- 100% of Teachers engaged in PDP developed through MyHR Performance and Capability & Talent tool.
- Positive School Opinion Survey data.

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Feedback FOR Learning project			
<p><u>Actions:</u></p> <ul style="list-style-type: none"> • Consolidate Teaching and Learning cycle practices including planning for feedback, coaching and case management for English units; • Explore above cycle for mathematics planning; • Engage with feedback consultant from UQ and provide time for this planning process for all teachers; 	<ul style="list-style-type: none"> • 100% of teaching staff involved in planning process which includes planning using feedback model and case-management for student needs in English in 2017; • 100% of teaching staff engaged in exploring planning methods for mathematics using above model in 2017; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> • PDPs developed on student free days • Meeting with all staff to discuss plan; <p><u>6 months:</u></p> <ul style="list-style-type: none"> • All mandatory training completed and noted in PDPs <p><u>9 months:</u></p> <ul style="list-style-type: none"> • Review success of new processes • Review results from follow up audit 	<p>Principal HOC UQ Consultant STLaN SEP Teachers</p> <p>Resourcing I4S Budget</p>
Strategy 2: Coaching & Mentoring			
<p><u>Actions:</u></p> <ul style="list-style-type: none"> • PDPs reflect personal goals along with links to school vision and priority areas; • Consolidate coaching processes including the analysis of quadrant data, goal setting and review within PDP plan; 	<ul style="list-style-type: none"> • 100% of teachers and teacher aides to develop PDPs using online or school based tools in 2017; • 100% of teaching staff to analyse quadrant data with coaches and set goals for students; • 100% of teaching staff involved in coaching process; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> • Develop goals with coach based on quadrant data review • Develop process for non-teaching staff <p><u>6 months:</u></p> <ul style="list-style-type: none"> • Half year review of coaching process <p><u>9 months:</u></p> <ul style="list-style-type: none"> • Review processes from follow up audit 	<p>Principal (PDP) HOC (coaching) Teaching and non-teaching staff</p> <p>Resourcing MyHR Capability & Talent PDP online tool School based PDP plans OneSchool data School based relief teacher</p>



School Improvement Priority: Intervention & Differentiation

Success Indicators

- Payne Road State School Case Management model implemented across school effectively.
- Positive feedback in School Opinion Survey.

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: 3 Tiered Approach: Classroom support, targeted intervention and complex case-management			
<p><u>Actions:</u></p> <ul style="list-style-type: none"> • PLC to finalise school flowchart of intervention practices and align to teaching and learning practices; • Ongoing induction of new staff around specific student needs; 	<ul style="list-style-type: none"> • Intervention and Differentiation PLC to develop SMART goals and action in 2017; • Flowchart of intervention support completed; • Induction program developed and included in TeamSite along with relevant documents; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> • PLC to set goals for 2017 during first meeting • Student free day session to discuss flowchart and implications for classrooms <p><u>6 months:</u></p> <ul style="list-style-type: none"> • Review all current interventions to ensure students are receiving appropriate support <p><u>9 months:</u></p> <ul style="list-style-type: none"> • Review staff satisfaction of support received 	<p>PLC STLaN & SEP Teachers Principal</p> <p>Resourcing Inclusion Coach Student Support Services Team TeamSite</p>

School Improvement Priority: Wellbeing Framework

Success Indicators

- Positive feedback from School Opinion Survey.
- 100% engaged in the development of wellbeing framework
- Development of a student's wellbeing program

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Develop wellbeing framework			
<p><u>Actions:</u></p> <ul style="list-style-type: none"> • PLC to work on the development of the wellbeing framework for the school and associated activities; 	<ul style="list-style-type: none"> • Wellbeing Framework PLC to develop SMART goals and action in 2017; • Wellbeing Framework developed and strategies implemented for staff in 2017; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> • PLC to set goals in initial meeting for 2017 • Conduct Health and Wellbeing survey <p><u>6 months:</u></p> <ul style="list-style-type: none"> • Review staff wellbeing program 	<p>Wellness PLC Principal</p> <p>Resourcing I4S Budget – TRS School Budget</p>



Strategy 2: Workplace Health and Safety committee			
<p>Actions:</p> <ul style="list-style-type: none"> Develop WH&S committee and relevant processes; 	<ul style="list-style-type: none"> WH&S committee developed and regularly meeting throughout 2017; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> Develop WH&S committee <p><u>6 months:</u></p> <ul style="list-style-type: none"> Review processes <p><u>9 months:</u></p> <ul style="list-style-type: none"> Internal WH&S audit 	<p>Wellness PLC WH&S Committee Principal</p> <p>Resourcing School Budget</p>
Strategy 3: Implement student wellbeing program aligned with positive behaviour system.			
<p>Actions:</p> <ul style="list-style-type: none"> Consolidate work around our positive behaviour system; Develop wellbeing program for students linked to positive behaviour system; Explore positive mindset and neuroscience programs for children; 	<ul style="list-style-type: none"> Wellbeing Framework developed and strategies implemented for students in 2017; Review of positive behaviour system in 2017; 	<p><u>3 months:</u></p> <ul style="list-style-type: none"> Investigate student wellbeing programs to align with PBS <p><u>6 months:</u></p> <ul style="list-style-type: none"> Implement student wellbeing program <p><u>9 months:</u></p> <ul style="list-style-type: none"> Review student opinion survey data 	<p>Principal Wellness PLC HOC</p> <p>Resourcing School Budget</p>

Endorsement

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

Principal

P & C Representative

Assistant Regional Director