



**AITKENVALE STATE SCHOOL 2017 ANNUAL IMPLEMENTATION PLAN**

**AITKENVALE STATE SCHOOL**

**Key Priorities for 2017**

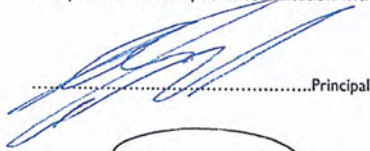
Strengthen teaching quality and curriculum clarity through data, coaching and the collaborative inquiry model leading to Successful Assessment Literate Learners

**Documents attached include**

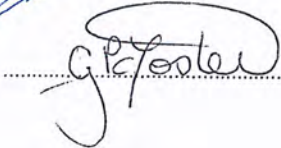
- The Budget Overview Report

**Certification**

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

**State and Regional Priorities**

Department of Education Training and Employment Strategic Plan 2014-2018

- Successful Learners
- Great People
- High Standards
- Engaged Partners

Every Student Succeeding State School's Strategy 2014-2018

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

**NQR Key Drivers 2017**

- Building Principal and other school leader's instructional leadership within each school
- Building the capability of every teacher and leader to be an expert in the teaching of reading
- Developing sophisticated collaboration between individual schools and regions
- Systematic delivery of curriculum, teaching and assessment across a school site.

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### Strategic Actions and Performance Measures

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<b>SUCCESSFUL LEARNERS</b> Successful Learners	<ul style="list-style-type: none"> <li>Increase student result in level of achievement in English, Math and Science</li> <li>Raise student NAPLAN achievement in Reading/ Writing / Numeracy</li> <li>Raise student NAPLAN achievement in Upper 2 Bands in All domains</li> <li>Implement the use of 4 lesson sequence in PREP - Year 2</li> <li>Ensure all students to be assessment literate in English, Math and Science</li> <li>Engage students in learning through a differentiated learning approach</li> <li>Attendance <math>\geq</math> 93% for all students</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 85 % of students achieving 'C' or better in level of achievement for English, Math and Science</li> <li>Year 3 and 5 students at and above National Minimum Standard in Reading / Writing / Numeracy by 10 %</li> <li>Year 3 and 5 students increase Upper 2 band test performance by 10 %</li> <li>All PREP to 3 classes using 4 lesson sequence for reading</li> <li>All classrooms engaging students with learning journeys in English, Math and Science</li> <li>All teachers present student differentiation planner and present at student achievement meetings for discussion</li> <li><math>\leq</math> 90% attendance monitor and contact by Mobility officer to track and engage identified students/ families</li> </ul>	>85 % 90 %  U2B by 10%  100 %  100 %  100 %  100 %	Sem 1&2 2017  2017  Each term Every 5 weeks  Ongoing	Principal/ Deputy / Coach / Teacher / Mobility Officer	Year 3/5 NAPLAN NAPLAN (Annually) SWAIMS Data Walls LOA trackers
<b>GREAT PEOPLE</b> 'Teaching Quality' and 'Principal Leadership and Performance'	<ul style="list-style-type: none"> <li>Build teacher capacity to analyse student Level of Achievement data to drive teaching practice</li> <li>Support and monitor all teachers to take responsibility for quality student differentiation</li> <li>Develop teachers deep knowledge of Australian Curriculum so they can articulate and become experts in curriculum delivery through the collaborative inquiry approach</li> <li>Lead, monitor and review professional development sets and instructional coaching by Principal and leadership members to increase teacher capacity</li> <li>Embed rich data conversations through student achievement meetings and staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>All teachers present student data via term / yearly level of achievement trackers at students achievement meetings setting student achievement targets of 85 %</li> <li>All teachers engage with 360 feedback coaching model to improve professional practice</li> <li>All teachers engage with colleagues in school wide planning processes via the collaborative inquiry model</li> <li>All teachers and leadership members set a clear performance agenda aligned to performance frameworks and the Australian professional standards for teachers</li> <li>All teachers set targets of 85 % of students achieving a 'C' or better in English, Math and Science in level of achievement</li> </ul>	100 %  100 %  100 %  100 %  85 %	Ongoing  Ongoing  Ongoing  2017  SEM 1&2	Principal/ Deputy / Coach / Teacher	NAPLAN (Annually) Level of Achievement reports SEM 1&2 Learning Journeys LOA trackers Performance plans ATSIL standards NQ Region hierarchy tool
<b>HIGH STANDARDS</b> 'School Performance'	<ul style="list-style-type: none"> <li>Increase NAPLAN domains in Yr 3/5 for National Minimum Standard and Upper 2 Bands</li> <li>Aim for all Student Level of Achievement data at 'C' or above for English, Math and Science</li> <li>Close the gap in domains in Year 3 and 5 for all indigenous students</li> <li>Display learning journeys for English, Math and Science in all classrooms</li> <li>Minimise student disciplinary absences through School Wide Positive Behaviour Strategies</li> </ul>	<ul style="list-style-type: none"> <li>All Year 3/5 teachers to engage with NAPLAN online coordinator to timetable all Year 3/5 students and teachers to familiarise with NAPLAN online testing platform</li> <li>Moderation of student result to confirm student performance</li> <li>Closing the Gap results above regional and state mean in all domains</li> <li>All students assessment literate in English, Math, Science</li> <li>20% or less in school wide School Disciplinary Absences</li> </ul>	10% 100 %  100 % 100 % 20% ↓	MAY 2017  Sem 1 & 2  Ongoing	Principal/ Deputy / Coach / Teacher	NAPLAN (Annually) Short term Data Tests Semester 1&2
<b>ENGAGED PARTNERS</b> 'Regional Support' and 'Local Decision Making'	<ul style="list-style-type: none"> <li>Continue Assistant Regional Director partnership focussing on school performance domains</li> <li>Work with Curriculum and Pedagogy Support team improving teacher knowledge and understanding of explicit curriculum delivery</li> <li>Identify professional development sets to drive teacher performance frameworks</li> <li>Collaborate with Townsville Migrant Support Group and Townsville Intercultural Centre increasing refugee parent participation in school events and improvements agendas</li> <li>Engage refugee and immigrant community members to utilise the implementation of the "Aitkenvale Cultural Hub"</li> <li>Continue and sustain "Step Into Prep" program to encourage early learners to engage with school before the PREP year of schooling</li> </ul>	<ul style="list-style-type: none"> <li>National School Improvement tool focus in domains 4 – 8 in regional school performance feedback tool</li> <li>Sustain working partnerships with team members in the delivery and implementation of the Meaning, Syntax, Visual model in reading</li> <li>All professional development and individual goals met through focussed and planned professional development sets</li> <li>All migrant, non - migrant, refugee families engage in key school events and interview processes</li> <li>All migrant, non - migrant, refugee families engage in key school activities utilising newly formed " Cultural Hub "</li> <li>"Step Into Prep" participants increase by 20% and increase program days by no less than 25%</li> </ul>	100 % 100 %  100 %  100 %  100%  20 %	2017       	Principal/ Deputy / Coach / Teacher  Mobility Officer  Refugee Support Worker  Step into Prep teacher and resources	School Opinion Survey – Student and Parent OneSchool behaviour data OneSchool behaviour data Walkthroughs PB lesson suite SWPBS initiatives and One School Data