


Aitkenvale State School

Annual Implementation Plan 2021

State and Regional Priorities	
State Schools Strategy 2020-2024 <ul style="list-style-type: none"> Performance Teaching Capability Partners Wellbeing Inclusion 	NQR Priorities 2021 <ul style="list-style-type: none"> Give every child a great start Support effective teaching and learning using the 5Q4 model - learn in order to lead - lead in order to learn Support successful engagement and transition of our children and young people Support effective risk management, control and governance Embed a systematic North Queensland Region and the Centre for Learning and Wellbeing ways of working

School Improvement Explicit Improvement Agenda 2021

Improvement priority – Wellbeing and Engagement

By the end of 2021, staff wellbeing will be improved through greater opportunities for collegial planning, observation and support. Improved student wellbeing and engagement will be reflected by 90% student attendance, a reduction in student disciplinary absences by 25% from 2020 and in the embedding of strategies that are responsive to the needs of our students.

Strategy – Develop the capacity of staff to respond positively to the needs of students.			
Actions	Targets	Timelines	Responsible Officer/s
Review and respond to AEDC data in order to reduce the vulnerability of students from Prep.	Reduce DV1 from 47.5% to 22%	Ongoing	Step Up to Prep Teachers Prep Teachers Cohort Coach Principal
Implement a student wellbeing approach to enable staff to increase engagement with students and successfully improve all students' self-regulation, resilience, growth and academic achievement.	Weekly All classrooms	By Semester 2	Teachers Wellbeing Teacher Cohort Coaches Deputy Principal
Review and refine the PBL processes to encourage expected learning behaviours and establish high expectations.	Fortnightly	Ongoing	PBL Committee All staff
Strategy – Embed opportunities for improving staff wellbeing.			
Actions	Targets	Timelines	Responsible Officer/s
Embed the use of the Wellbeing Committee as an opportunity for staff to have input into promoting wellbeing initiatives.	Twice a Term	Ongoing	Wellbeing Committee Wellbeing Teacher All staff
Deliver opportunities for staff to be better supported and more collegial through the implementation of cohort coaches.	Weekly	Ongoing	Teachers Cohort Coaches HOD-Curriculum
Engage staff in regular activities of choice as organised by the Wellbeing Committee.	Once a Term	Ongoing	Wellbeing Committee All staff
Strategy – Embed processes for improving student attendance.			
Actions	Targets	Timelines	Responsible Officer/s
Embed the regular and ongoing review of students (case management approach) not demonstrating behaviour aligned to school expectations to determine required supports in order to prevent the need for student disciplinary absences, especially in the early years.	Weekly	Term 1	Teachers Behaviour Support Teacher Wellbeing Teacher Cohort Coaches Deputy Principal
Embed the targeting of case managed students with daily phone calls and regular home visits to improve their attendance.	90% attendance	Term 1	Teachers Attendance Officer Cohort Coaches



Improvement priority – Effective Teaching and Learning

By the end of 2021, 80% of all students will achieve a 'C' or higher in English and 35% of students will achieve a 'B' or higher in English.

By the end of 2021, 85% of all students will achieve a 'C' or higher in Mathematics and 40% of students will achieve a 'B' or higher in Mathematics.

By the end of 2021, 100% of all students from Prep to Year 2 will have progressed at least one years' reading growth.

Strategy – Embed high yield research based pedagogical practices to drive student improvement.

Actions	Targets	Timelines	Responsible Officer/s
Embed the use of the 5 Questions for students to develop their assessment literacy.	Daily	Term 1	Teachers Cohort Coaches HOD – Curriculum Deputy Principal Principal
Embed the use of the 5 Questions for teachers to support focused teaching.	Weekly	Term 1	
Embed the use of the 5 Questions for middle leaders to maintain line of sight with the school priorities.	Weekly	Term 1	
Embed a consistent application of student goals and regular feedback aligned to reading, writing and numeracy.	All Teachers	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal
Embed the use of consistent high yield pedagogical processes including the daily use of Learning Walls and the use of the WALT and WILF to review lessons and provide feedback.	All Teachers	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal

Strategy – Implement and embed intentional collaboration opportunities through precise team planning, observation and feedback processes.

Actions	Targets	Timelines	Responsible Officer/s
Plan and prepare curriculum in and curriculum out aligned to the Gradual Release of Responsibility for weekly lessons within teaching cohorts with consideration of students on ICPs.	All Teachers	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal
Implement and embed opportunities for teachers to observe each other and provide feedback.	Differentiated based on Scan and Assess	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal
Differentiate opportunities for coaching to embed the use of high yield research based pedagogical practices.	Differentiated based on Scan and Assess	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal

Strategy – Embed the use of data to determine teaching focus based on student need.

Actions	Targets	Timelines	Responsible Officer/s
Embed the use of monitoring circles at cohort meetings to determine the next steps in teaching and to plan required intervention.	All Teachers	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal
Embed the use of the FNQ Number Diagnostic Assessment to track, monitor and respond to the needs of the students.	All Teachers	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal
Embed the use of reading data to track, monitor and respond to the needs of the students.	All Teachers	Term 1	Teachers Speech Language Pathologist Cohort Coaches HOD – Curriculum Principal
Embed the use of the Aitkenvale Writing Checklist to track, monitor and respond to the needs of the students.	All Teachers	Term 1	Teachers Cohort Coaches HOD – Curriculum Principal



Improvement priority – K-2

By the end of 2021, Aitkenvale State School will be prepared for and responsive to the needs of students across the early years.

Strategy – Engagement for Learning			
Actions	Targets	Timelines	Responsible Officer/s
Engage in professional learning aligned to Age Appropriate Pedagogies and embed their use in planning and classroom practice.	Embedded across P-2	Term 1 and ongoing	Step Up to Prep, Prep, Year 1 and Year 2 Teachers Cohort Coaches HOD-Curriculum Principal
Embed cued articulation as an approach to support literacy instruction.	Embedded across P-2	Term 1 and ongoing	Teachers Speech Language Pathologist Cohort Coaches HOD – Curriculum Principal
Engage in a partnership with Heatley State School to review and reflect on practices to engage students in learning.	Every term	Ongoing	Prep Teachers Cohort Coach Principal
Strategy – Prioritise Oral Language development of current and future students.			
Actions	Targets	Timelines	Responsible Officer/s
Engage with the community in order to improve the oral language skills and preparedness of students prior to their commencement of Prep through the provision of programs and activities to develop the relationships and confidence of parents within the community.	Establish Community Garden Life skills activities	Term 1 and ongoing Ongoing	Step Up to Prep Teachers Prep Teachers Community Hub Coordinator Principal
Review, reflect and act on processes and pedagogies to respond to the learning engagement needs of future students.	Every term		
Provide an additional opportunity for parents to bring their children to Step Up to Prep.	3 days per week.	Term 1	Step Up to Prep Teachers Prep Teachers Community Hub Coordinator Principal
Review and engage with the opportunities for oral language development within the Step Up to Prep program.	Oral language considerations to be part of planning and actions.	Ongoing	
Advertise the Step Up to Prep program within the local community.	Ongoing	Ongoing	Step Up to Prep Teachers Community Hub Coordinator Deputy Principal Principal

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director