



2017 Annual Implementation Plan

Hamilton Island State School



School Improvement Agenda for 2017

- By the end of 2017, all staff will be engaged in collaborative inquiry and Co-planning and Co-teaching of English units so that 100% of prep to year 6 students are achieving at least a 'C' in English and that of those, 60% are achieving a 'B' or an 'A'.
- By the end of 2017, all staff will deliver explicit teaching of reading using the "Four Lesson Sequence" structure to ensure consistency of practice so that the percentage of students achieving Regional Reading Benchmarks improves from 68% to 85%.

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

Every Student Succeeding State Schools Strategy 2016-2020

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

NQR Priorities 2017

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Maintain a safe, supportive, inclusive and disciplined learning environment.	Review and embed the Responsible Behaviour Plan for Students.	Parents are satisfied that, <i>'student behaviour is well managed at this school'</i> .	100%	Term 4	Principal	SOS Parents - S2012 (2016 survey)
Increase current student attendance rates.	Continue to embed Hamilton Island State School's attendance program.	Student attendance 94% or greater.	94%	Continuous	Principal and teachers	Performance data One School dashboard
Provide feedback to students on their progress and areas for development through the use of student pre-tasks, goal setting and self and peer reflection.	Embed the use of regular and timely feedback to guide students to set improvement goals with a particular focus on reading and writing demands.	Students are satisfied that, <i>'teachers encourage me to do my best'</i> .	100% of prep to year 6 students are achieving at least a 'C' in English and that of those, 60% are achieving a 'B' or an 'A'.	Term 4	Principal and teachers	SOS Students - S2059 (2016 Survey)
		Students achieving PM Regression Analysis Targets in Prep, Year 1, Year 2 and Year 3.		Ongoing		PM Benchmark Data, Reading block, C2C English reading demands
	Embed the Five Key Questions for Students.	Students can answer the five key questions when asked.		Classroom walkthroughs		
	Develop the ability of students to be assessment literate learners.	Embed the use of Learning Walls, Learning Intentions and Success Criteria to support students to see the success criteria in their own work and to determine what to do next to strengthen the success.				Classroom Learning Walls Instructional Coaching Cycle

Teaching Quality and Principal Leadership and Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Embed quality teaching and learning practices including the Co-Plan, Co-Teach, Co-Reflect and Assess Needs Cycle and other High Yield Strategies.	Embed quality Teaching and Learning across English and Mathematics.	Teachers delivering quality Teaching and Learning.	100% of prep to year 6 students are achieving at least a 'C' in English and that of those, 60% are achieving a 'B' or an 'A'.	Continuous	Principal and teachers	School Pedagogical Framework Instructional Coaching Cycle Annual Performance review
	Schedule regular meetings with staff to conduct data analysis to determine the next steps in student learning, provide feedback and reflect on the effectiveness of teaching practices and share observations.	Staff are satisfied that they are, <i>'kept well informed on things that are important to my work'</i>	100%	Ongoing	Principal	SOS Staff - S2096 (2016 Survey)
	Implement the North Queensland Region (NQR) Feedback and Observation Tool and instructional walk-throughs.	Staff are satisfied that they <i>'receive useful feedback about my work at this school'</i>	100%	Term 4	Principal	SOS Staff - S2071 (2016 Survey)
Embed Developing Performance Framework for all staff, linked to systemic and school priorities.	Implement the Developing Performance Framework with all non-teaching staff.	Staff have Performance Development Plans which are discussed, implemented and reviewed regularly.	Discussed Implemented Reviewed	Term 1 Term 1 Term 3	Principal and staff	Performance Development Plans
	Engage teachers in the Annual Performance Review process and embed the use of Australian Professional Standards for Teachers.	Staff are satisfied that they, <i>'receive useful feedback about my work at this school'</i>	100%	Term 1 Term 3 Term 4	Principal	SOS Staff - S2071 (2016 Survey)
Actively engage in professional development opportunities that are driven by school and systemic priorities.	Provide professional development for staff to further develop skills in the teaching of Reading.	Staff are satisfied that they, <i>'have access to quality professional development'</i>	100%	Term 4	Principal	SOS Staff - S2086 (2016 Survey)

Continued development of leadership skills of the principal through the Principal Annual Performance Review (APR) process.	Review Principal Annual Performance Review (APR) with support from the Assistant Regional Director (ARD) and Band 5/6 Small Schools' Coach and linked to the Australian Professional Standards for Principals.	Annual Performance Review	Develop Review Consolidate	Term 1 Term 3 Term 4	Principal ARD and Band 5/6 Small Schools' Coach	APR
Maintain and develop mentoring and feedback opportunities through professional relationships with neighbouring Band 5 & 6 schools within the Professional Learning Community (PLC).	Participate in the Whitsundays Band 5/6 PLC.	Attendance at Whitsundays Band 5/6 PLC meetings	Attend all meetings, moderate student assessment and enact PLC plans.	Each term	Principal	Whitsundays Band 5/6 PLC minutes
Build a culture of ongoing and consistent monitoring of Prep, Year 1 and Year 2 students.	Embed the use of the Early Start resources.	Teachers monitor the growth of students in Prep, Year 1 and Year 2	100%	Term 4	Principal and teachers	OneSchool Literacy and Numeracy Continuum
Continued implementation of the Australian Curriculum utilising the updated C2C units of work.	Continue to review and align School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum.	Teachers implementing the Australian Curriculum by adapting/adopting C2C units.	100%	Continuous	Principal and teachers	C2C OneSchool
Implement the Advancing Education Plan.	Provide professional development for staff to ensure familiarisation of the Digital Technologies curriculum. Investigate our preparedness to expand the study of culture and language from Prep to Year 6.	School Curriculum Overview	Updated	Term 1	Principal	School Curriculum Overview
		Students are achieving a 'C' standard or better in end of semester reports in English, Mathematics, Science, History and Geography.	100% of prep to year 6 students are achieving at least a 'C' in English and that of those, 60% are achieving a 'B' or an 'A'.	Term 2 Term 4	Principal and teachers	A-E Reporting Data

School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Implement the Invest for Success (I4S) initiatives for the school.	Provide professional development through the Instructional Coaching Cycle to deepen teachers' understandings of the Australian Curriculum: English and Mathematics learning areas and provide targeted and scaffolded instruction to secure highly effective first teaching of essential concepts and skills and to determine the next steps for teaching and professional development.	Percentage of students achieving 'at' or 'above' the NMS for reading in Year 3 and Year 5 at 100%. Percentage of students achieving U2B for reading in Year 3 and Year 5 is 50%	100%	Term 2	Principal and teachers	NAPLAN Results LOA Reporting Data
		100% of students are achieving a 'C' standard or better in the end of semester reports in English. Of those, 60% of students are achieving a 'B' standard or better.	50%	Term 2		
			100%	Term 2 and 4		
			60%	Term 2 and 4		
Continued focus on improvement in Reading, Writing, Spelling, Punctuation and Grammar and Numeracy outcomes.	Embed the North Queensland Region high yield teaching strategies for all Reading, Writing, Spelling and Numeracy lessons.	Students achieving above the National Minimum Standard (NMS) in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.	100%	Term 2	Principal and teachers	NAPLAN Results
	Triangulate available data to monitor performance and inform practice.	Teachers regularly use all available data to monitor student performance and inform teaching practices.	All	Continuous	Principal and teachers	LOA Data, School Data and NAPLAN Data as presented on the Data Wall.
	Participate in student assessment moderation processes with teaching staff and within the Whitsunday Band 5/6 PLC.	Student assessments are moderated with the school and the Whitsunday Band 5/6 PLC.	All required units moderated	Continuous	Principal and teachers	Assessment Samples, Student Folios
	Maintain a focussed approach to teaching reading comprehension strategies through the "Question, Answer, Relationship" and "Four Lesson Sequence" strategies across the school to ensure consistency of practice and language.	Students achieving U2B in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.	50%	Term 2	Principal and teachers	NAPLAN Results
		Students are achieving a 'C' standard or better in end of semester reports in English.	100%	Term 2 Term 4	Principal and teachers	A-E LOA Data

Regional Support and Local Decision Making

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Continue to implement a plan for Year 6 transition to high school.	Continue to implement the school's plan by liaising with other local state schools and high schools.	Transition to high school plan implemented.	Implemented	Continuous	Principal	Year 6 transition plan
Improve and embed transition to school programs for Pre-Prep students.	Continue to improve and embed the school's plan by liaising with Hamilton Island Kindergarten.	Early Years Transition Plan implemented.	Implemented	Continuous	Principal	Early Childhood Education Centre Providers plan for engagement.
Create Partnerships with school and wider community.	Communicate, advocate and display school strategic frameworks and Charter of Expectations within the school and wider community. <ul style="list-style-type: none"> • Promote school pedagogical approach to teaching, Gradual Release Model. • Schedule reading courses for parents. • Communicate a positive newsletter submission – weekly focus on a reading strategy or good news stories from the classroom. • Assemble fortnightly for an assembly to inform parents and students of successes and upcoming events. • Encourage student participation in curriculum and extra-curricular activities. • Maintain an up to date school website (Websites for schools). 	Parents are satisfied that <i>'Teachers at this school are interested in my child's wellbeing'</i> .	100%	Ongoing	All Staff	SOSP - S2021 (2016 Survey)
		Parents are satisfied that <i>'This school keeps me well informed'</i> .	100%	Ongoing	All Staff	SOSP - S2025 (2016 Survey)