

Yarrabilba State School

2021 Annual Implementation Plan (AIP)

Australian Curriculum



Positive Behaviour for Learning (PBL)



Collegial Engagement



State Schools Improvement Strategy 2021–2025 Every student succeeding

Priorities

- Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive education system.
- Continuous improvement in the access to, and teaching, learning and assessment of, the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

Improvement measures

- Achievement
- Engagement and wellbeing
- Transitions

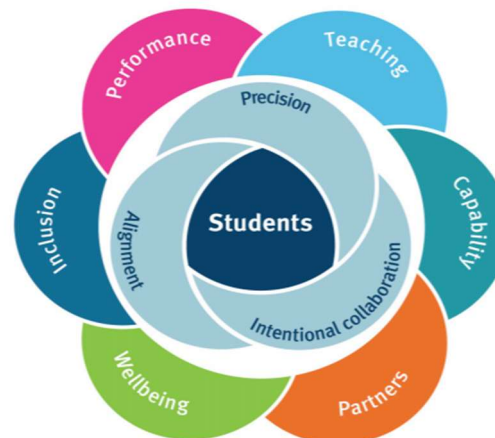
Our principles

Alignment — our shared understanding of the Queensland Kindergarten Learning Guideline, the Australian Curriculum, the senior syllabuses and the policies that govern our work.

Precision — how we use evidence to identify the 'right work' and do the 'work right' by planning, implementing, monitoring and reviewing.

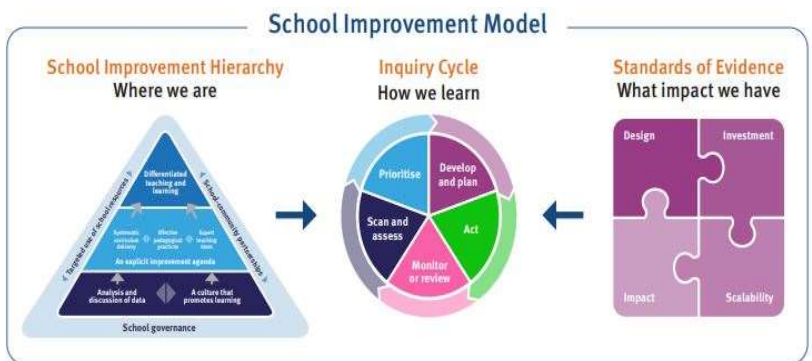
Intentional collaboration — the deliberate actions we take to work, learn and improve together.

Our focus



Guiding Questions

1. How are all students engaged and improving in their learning?
2. How do we know?
3. What adjustments are we making to ensure every student is improving in their learning?
4. How do we know what is working?



Together Believing Together Achieving

L. Harrex
Lee Harrex (Principal)

Terry Cornish
Terry Cornish (Assistant Regional Director – SER)

Yarrabilba State School 2021 Annual Implementation Plan

Embedding the Australia Curriculum

Scan and Assess	Focus Area	Actions/Strategies	Review/Success Criteria
Lead the planning, development and implementation of Australian Curriculum at Yarrabilba State School with clarity and high expectations for improved student learning outcomes for all.	Focus 5: 1. Curriculum Expectations 2. Planning Expectations 3. Instructional Expectations 4. Assessment and Monitoring Expectations 5. Learning Environment Expectations	Lead and leverage the use, work and impact of the Leading Learning Collaborative, Learning and Teaching Team and HOD of Curriculum role to: Review and refine existing <i>curriculum planning documents</i> including Learning and Teaching Framework Review and Refine existing <i>whole school curriculum framework</i> and associated units of work – record on OneSchool Continue to embed the <i>assessment for learning waterfall</i> and <i>5 high impact strategies</i> in learning and teaching and planning documents. Collaboratively , articulate expectations and embed the <i>Focus 5</i> in every learning space Plan and Implement <i>Inclusive education model and strategies</i> to provide differentiated learning and assessment opportunities to support children from all social, cultural, community and family backgrounds and of all abilities Tier 1,2 and 3 (ICP process) recording of differentiation strategies on OneSchool unit planning Plan and provide continuity of learning opportunities for students <i>transitioning</i> to school and from school to Jnr secondary. Plan and implement a range of <i>tailored professional learning</i> for all staff (differentiated learning opportunities for staff.) <i>Case Management Meetings</i> –Tier 1 strategy – all classroom teachers present identified students and enact follow up strategies and support for students. Extend case management to provide opportunities for specialist and other learning areas teachers to present at case management meetings. Consistent <i>collection</i> and <i>use of high quality data</i> and research basis to inform practice – Success Wall, school Data Plan reviewed, completed and enacted. Acquisition of <i>curriculum resources</i> aligned to intended and enacted curriculum to increase student engagement in their learning. <i>Learning Walls</i> including co-constructed success criteria and bump it up component in every classroom for English (as minimum) and extend to other learning areas. <i>Learning Walks</i> used as a regular strategy to facilitate ongoing reflection at leader, teacher and student level. Extend to include ghost walks by staff to view and reflect on learning walls within the school. Participation in <i>SER LLC Learning Fair</i> to share and celebrate YSS school improvement practices. Establishment of <i>Sport and Arts Academies</i> to increase and extend opportunities for students to specialise and excel in curriculum learning areas of The Arts and HPE. (choir, instrumental music, dance troupes and sporting teams)	Learning and Teaching: 100% of classrooms have a Learning Wall for English 100% of teachers planning on OneSchool. Surveys – teaching staff confidence, expertise Pedagogical documents – Go2Guides, Pedagogical Framework, Support documents to inform pedagogical practice Professional Learning Professional Learning presentations, evidence of impact of professional learning and anecdotal data sets High Quality Use of Data 100% of teachers on time collection and entry of data as per school data plan expectations. Leading Learning Collaborative 100% of class teachers present identified students in case management meetings and CM review meetings.. 100% of specialist teachers present at CM meetings and CM review meetings. Learning Walks observations and feedback Data <ul style="list-style-type: none">School Opinion Survey DataA-E dataReading Data Targets: <i>70% of all students achieving A-C in English</i> <i>43% of students identified through NCCD data achieving C or above in English</i> <i>90% of students in Years 3 and 5 reach NMS reading level</i> <i>85% of students in Prep to Year 6 meet or exceed year level F and P benchmark</i>
Prioritise			
Prioritise the implementation and embedding of the assessment waterfall and 5 high impact strategies within all aspects of learning and teaching.			
Develop and Plan			
Develop 2021 Learning and Teaching Cycle of Inquiry Develop 2021 Professional Learning plan for teachers and teacher aides relating to the implementation and embedding of the Australian Curriculum Review, Refine and Implement LLC action plan Review and update Yarrabilba State School Data Plan	Professional Learning for all staff including Professional Learning Teams Curriculum Resourcing High Quality use of data to inform practice		

Actions for Team Members to Drive Improvement

Leadership	HOD Curriculum	Learning and Teaching Team	Leading Learning Collaborative (LLC)	Teachers	Teacher Aides	Students
Lead LLC ,Learning and teaching team, HOD and PLTs in the collaborative development and implementation of AC Model use of learning wall to promote reflective practice Lead learning walks	Plan, lead and facilitate weekly year level PLT meetings and learning café sessions Lead the development of the whole school curriculum framework Lead learning walks	Actively engage in, model and promote the work of the Learning and Teaching team within our school Support implementation of the L and T cycle of inquiry and learning walks	Actively engage in, model and promote the work of LLC and Clarity within our school Support implementation of LLC action plan and learning walks.	Actively engage in PLTs, c. management and focus 5 Embed focus 5 in classroom Participate in learning walks with HOD/leadership Plan and teach units of work Ongoing progress monitoring through data collection and analysis and CMMs. Participate in learning walks	Actively engage and support teachers Use classroom learning walls to support student learning.	Use learning wall to reflect on own and others learning.

Yarrabilba State School 2021 Annual Implementation Plan

Embedding Positive Behaviour for Learning

Scan and Assess	Focus Area	Actions/Strategies	Review Success Criteria	
PBL DATA <ul style="list-style-type: none">2020 SET Data: 91.7%2020 EBS Data: 95%2020 TIC Data: 83.4%2020 Tier 1 Support: 88.11% STATE SCHOOL IMPROVEMENT STRATEGY <ul style="list-style-type: none">2020 SDA: 3.7%2020 SDA for NCCD: 11.8%	Training for all/new staff in PBL. Ongoing training for Success Coach. Ongoing training for Zones of Regulation	SC to streamline the training to 2 hours. SC & staff to be trained in FBA. Engagement Team to train staff in Zones of Regulation to provide safe, inclusive and accessible learning environments throughout the school	SC, HOSES & staff conducts FBA for identified students.	
	Assist staff to become confident, skilled and capable with engaging all students with inclusive classroom management	Classroom PBL Check	Introduce to all staff through PD Students achieving A-C English: 70% NCCD Students achieving A-C English: 43%	
Prioritise	Agreed practice of auditing PBL lessons.	PBL Lead & SC to conduct Learning Walks.		
Complete PBL Implementation Phase	Implement Lockdown Procedure for the whole school.	Implement & practice Lockdown Procedure. PBL Lead to develop lesson plans to teach students the Lockdown Procedure.	SET D: Systems to Responding to Behaviour Violations, Q4 score either a 1 or 2 (80%>). Move to the next phase of PBL implementation.	
Develop and Plan	Principal reporting PBL progress to P & C.	Principal to report to P & C on PBL lesson focuses.		
2020-2021 PBL Action Plan	Implement new Acknowledgement System (PBL Shop & Yarra Bill\$).	Implement and train staff in using new Acknowledgement System (spreadsheet). Purchase items for the PBL Shop.	Students purchasing Reward: 80%	
	Preventing & Responding to Bullying. Respecting and Valuing Diversity.	Everyone Belongs Week (Bullying! No Way + Harmony Week) Implement Respectful Relationships Education Program to address the diversity of the school community and respect differences within it		
Actions for Team Members to Drive Improvement				
Leadership Team	PBL Team	Engagement Team	Staff	Students
Continue to strategically plan and implement PBL using the Cycle of Inquiry process	Commit to attend and actively engage in team meetings	Identify students requiring Tier 2 and Tier 3 behavioural support. Support class teacher with Referral Process	Commit to and implement schoolwide PBL processes.	Adhere to all schoolwide expectations
Develop, monitor & implement PBL budget	Support and mentor colleagues through planned programs and agreed protocols in implementing PBL	Collaborate with class teacher to develop, monitor and implement student plans (Check IN/Out, Supervised Play Plans, SMART Goal Trackers, IBSP, BRAP & ISSP).	Adhere to staff expectations with Code of Conduct and Student Protection.	Adhere to the Student Code of Conduct
	Analyse PBL data three times a term and set SMART Goals for identified behaviour improvement	Collaborate with specialised medical and health professionals to support students.	Proactively develop their Professional Standards for Teaching (aitsl)	Adhere to the YSS Anti-Bullying Contract
	Develop & implement PBL Action Plans	Actively engage with parents and caregivers		
	Collaborate with Regional PBL Coach			

Yarrabilba State School 2020 Annual Implementation Plan

Embedding Collegial Engagement

Scan and Assess	Focus	Actions/Strategies	Review
<p>To build the collective capacity of all staff through a positive and supportive culture based on the belief that we all are part of a Professional Learning Community.</p> <p>Prioritise</p> <p>Intentional Collaboration – the deliberate actions we take to work, learn and improve together. Leading Learning Collaborative work with Dr Lyn Sharratt.</p> <p>Develop and Plan</p> <p>Develop Cycle of Inquiry and professional learning aligned to Collegial Engagement focus areas</p>	<p>Beginning Teacher Mentor Program Professional Learning Teams Watching Others Work Annual Performance Review (APR) Developing Performance Plan (DPP)</p>	<p>Continue to refine the BTM program through structured mentoring opportunities to build capacity of mentors and mentees.</p> <p>Continue to support mentees to move from Graduate to Proficient with a focus on improving instructional practices.</p> <p>Continue to provide opportunities for all staff members to participate in year level, cohort, operational and strategic teams.</p> <p>Research, develop and implement effective processes for self & peer observation, feedback and acknowledgement.</p> <p>Differentiate Professional Development opportunities through learning Cafes (voluntary and mandatory) – through APR/DPP</p> <p>Full implementation of protocols and operational processes to enact WOW – Watching Others Work for <u>all</u> staff, using database of Knowledgeable Others</p> <p>Continue to refine and fully implement online APR/DPP</p> <p>Developing Performance Process for leaders, teachers, teacher aides, administration and ancillary staff.</p> <p>Develop and implement whole school approach to mentoring pre-service teachers and education support staff.</p>	<p>SOS Data: Morale</p> <p>Decision Making</p> <p>No of mentees, no of mentors</p> <p>100% staff participate in APR/DPP</p> <p>15 YSS staff presenters at Learning Cafes</p> <p>50% teacher attendance at voluntary Learning Cafes</p> <p>2021 Professional Development Plan – 2021 cycle of PLT, Staff and Teacher Aide Meetings.</p> <p>50% staff volunteering to participate in WOW self/peer observation & feedback</p> <p>G2Guide WOW (review)</p> <p>G2Guide Learning Cafes</p> <p>Go2Guide Mentoring Trainees</p>

Actions for Team Members to Drive Improvement

Leadership Team	HOD Curriculum	Collegial Engagement Team	Teacher	Teacher Aides
<p>Continue articulating, modelling and enacting collegial practices.</p> <p>Continue to strategically plan and implement intentional collaboration.</p> <p>Lead and engage the Collegial Engagement Team using the Cycle of Inquiry Process.</p> <p>Design and enact Leader Learning Walls.</p> <p>Facilitate WOW time</p>	<p>Plan, lead and facilitate weekly year level PLT meetings.</p> <p>Model and challenge PLT participants to use the agreed norms and protocols during meetings.</p> <p>Engage in reflective discussion with and provide feedback to PLT members to improve instructional practices.</p> <p>Identify expertise and knowledge of PLT members.</p>	<p>Commit to attend and actively engage in the team through meetings (3 each term).</p> <p>Use the Cycle of Inquiry to identify, plan and enact collegial engagement practices.</p> <p>Actively model, support and mentor colleagues through planned programs and agreed protocols.</p> <p>Seek feedback and input from staff to develop, implement and review collegial engagement practices.</p> <p>Actively engage in PLC PD and commit to follow-up actions with staff.</p>	<p>Be active, engaged participants and contributors during PLT meetings using agreed norms.</p> <p>Engage in ongoing professional learning and APR process.</p> <p>Engage in cycle of sharing of expertise and learning from each other.</p> <p>Engage in reflective practices using colleagues, swivels and supervisors.</p>	<p>Be active, engaged participants and contributors during weekly Teacher Aide meetings using agreed norms.</p> <p>Engage in ongoing professional learning and APR process.</p> <p>Engage in cycle of sharing of expertise and learning from each other.</p>