



# Undurba State School

## 2021 Annual implementation plan

*“Empowering every learner to reach their potential and become a successful global citizen”*

### Clarity- Data and Differentiation

#### 1. Year 3 and 5 NAPLAN test

- Year 5 upper two bands in Reading increase 3% annually
- Year 5 upper two bands in Numeracy increase 3% annually
- Generally all students in years 3-5 “At or above NMS”
- Year 5 mean scale score in Reading above the nation

U2B	Reading	Numeracy
Yr 3	40%	35%
Yr 5	41.1%	35%
Yr 7	50%	50%

#### 3. Students

- Attendance of Prep students raised to at or above the state
- Attendance of students in Year 1 to Year 6 raised to at or above the state, with a particular focus on Year 6 students
- Maintain “my teachers care about me “ to over 90%
- Maintain “my teachers encourage me to do my best” at over 95%

#### 4. Parents & Community

- Maintain high percentage of parents who believe this “is a good school.”
- Develop and sustain inside and outside of the gate partnerships with schools, parent groups, community organizations, local, State and Federal levels of government to better support student learning and engagement.
- Improve the percentage of parents who believe “they are asked for input into the school decision making, to at least like schools”.
- Improve the percentage of parents who believe that “they are encouraged to participate in school activities, to at least like schools”.

#### 5. Staff

- A culture within the staff of ownership of student’s data, behaviours and beliefs on student learning. Collective Efficacy.
- Staff ownership of individual student data
- Whole of School Pedagogical Framework evident in every classroom every lesson
- 100% of staff engaged in the school’s Collegial framework
- All staff complete APR interview

#### 6. Indigenous

- Reduce the gap between indigenous and non- indigenous attendance to less than 2%
- Reduce Year 3 gap between indigenous and non-indigenous reading NAPLAN
- Reduce Year 3 gap between indigenous and non-indigenous numeracy NAPLAN
- No instance of assessment non- completion
- Increase in parent participation in school events
- Continue to raise staff’s satisfaction with their knowledge and skills in indigenous education and embedding indigenous perspectives.

#### 7. General

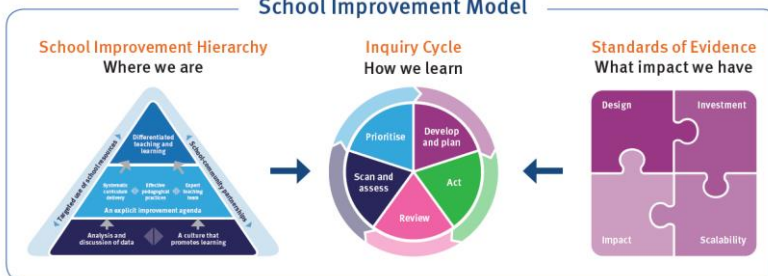
- Clarity of all roles across the school to achieve agreed student, staff and community outcomes.
- Explicit use of school wide data sets for the Case management of students in learning, behaviour, extension analysis.
- Develop and sustain a culture of collective efficacy, feedback culture and moderation across and between year levels.
- Assessment practices always include an ‘A’ exemplar
- Grow the schools culture, understanding and engagement in the promotion of differentiated teaching practices, with particular focus on U2B.
- Student leadership provide student advocacy and voice to all arenas of school life
- Staff and students provided opportunities for feedback to raise student learning outcomes.
- Relentless focus on student attendance to improve success. Focus on “out of care” and Aboriginal and Torres Strait Islander students.

#### 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.

- Expand every teacher’s capacity to interpret data for the design of appropriate learning strategies for each student group.
- Every teacher to provide explicit feedback to enable students to progress a ‘B’ to an ‘A’ grade.
- Explore and evaluate new approaches to engage parents in contributing to aspects of the School.
- Continue to raise the service standards provided to all school community members.
- Explore new ways to enhance communication between the school, its parents and the wider community
- Develop and sustain partnerships with local high schools to provide enhancement opportunities for all learners- focus on CCT and extension programs
- Enrolment data from catchment increased to 100% of students attending USS if within catchment.

#### School Improvement Model



### Clarity- Priority 1 Data analysis, reflection and commitment to act upon data

**Why?** Quality teaching actions are based on evidence. Data can be used to plan learning interventions and focus the work of teaching teams. Having operating norms for using data can help individuals and teams maintain a clear focus and builds capacity to all staff across the school. As Hattie's research states, "*Teachers make the biggest difference to a child's learning*" and the collective efficacy and belief that every child can learn makes the biggest impact on success.

#### Strategy

1. Build capacity in staff to accurately analysis student data to implement "Case management" approach to student learning.
2. Review of student data by class teacher to identify individual areas of need in students learning, attendance and behaviour
3. Whole school data analysis on parent/community engagement and staff wellbeing and welfare.
4. Continual pre and post moderation of English and Maths, both inside and outside of the school gate and within and across year levels.
5. Whole school ownership of data, usage and change culture Data analysis- schedule change reflection and ownership

#### Actions

- Rolling professional development during the year, led by expert staff, to deconstruct data sets to clearly, consistently and accurately disseminate data sets to pinpoint, "*where to from here*" with every learner across the school.
- Provide ongoing professional development for staff on practices of Case Management process.
- Relentless focus at every meeting on student learning.
- Continuation of Professional Learning teams which allow whole year levels work collaboratively to focus on pre and post moderation practices of English and Maths tasks.
- Continually build capacity in staff by implementing Sector leaders to lead discussion and analysis of tracking students data sets including behaviour, social emotional and well-being .
- Lead the understanding and development of staff knowledge to use the data to track students learning, understand how the students are learning and work with LAT staff to develop differentiation of the curriculum to student individual students
- Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher expertise in data analysis to inform effective teaching and learning.
- Monitor and track student learning through analysis of diagnostic, standardised and systemic assessment recorded on One School Dashboard
- Analyse trends in attendance data at the whole school, class and individual student level.
- Implement both proactive and reactive strategies to increase student attendance to 95%
- Communicate and promote student attendance rates in the wider community
- Celebrate class and individual attendance levels through parade awards
- Send home letters mid-term identifying student attendance levels
- Investigate reporting to families the assessment scale on report cards outlining where students are based in accordance to class/year level.
- Implement 'outside' of the gate moderation practices to share knowledge and strategies on pre/post moderation and the use of data to inform practices.
- Establishment of year level data books shared and discussed at the commencement of each term to allow all staff to track, review, and strategize learning priorities for every students. – continual ownership of students (case management)
- Holistic review of data to include attendance, behaviour and social and emotional support for students, staff and the community. Continuation of the mantra, "*One team, one staff, one school.*"
- Reflect and review at whole of school, year level, Admin and Sector meetings, the AIP and SIU audit tool to ensure progress is ongoing and evolving meeting the individual needs of the students.
- Complete ownership of the school's data and making it visual for all staff.
  - Data wall
  - individualize the data to student's names
  - regular data meetings and modification of learning programs
  - Continue to develop staffs knowledge and capacity to implement ICP's

**Target** - Data informed decisions allowing the social, academic and emotional grow for all our children and staff across the school.

	Responsible officer and timeframe
A culture that promotes learning	Administration team
Targeted use of school resources	Administration team Administration team
Systematic curriculum delivery	Classroom teachers
Differentiated teaching and learning	Sector leaders
Effective pedagogical practices	Curriculum leader
School community partnerships	All staff.
Analysis and discussion of data	Administration Curriculum leader

# THE KEY PRIORITIES FOR 2021 AND STRATEGIES TO ENSURE SUCCESS

*“A year’s growth in learning for a year’s teaching”*  
A-C targets for 2021

Current 2021 Year Level	English A-C Sem 2			Math A-C Sem 2			Science A-C Sem 2		
	When in 2019	When in 2020	2021 Target	When in 2019	When in 2020	2021 Target	When in 2019	When in 2020	2021 Target
Prep			100%			100%			100%
Year 1		93%	95%		94%	95%		96%	98%
Year 2	84%	84%	90%	95%	85%	95%	96%	92%	95%
Year 3	88%	83%	87%	90%	89%	95%	97%	97%	98%
Year 4	80%	79%	85%	89%	90%	95%	93%	95%	97%
Year 5	68%	89%	94%	67%	88%	90%	78%	90%	93%
Year 6	85%	92%	95%	80%	86%	90%	91%	93%	95%

*‘The greatest danger for most of us lies in not setting our aim too high and falling short, but in setting our aim too low, and achieving our mark.’ Michelangelo*

**Clarity- Priority 2** Differentiation- accessibility of curriculum for all learners.

"All students deserve at least a year's progress for a year's input" Hattie

**Why?** "Learning is optimised when teachers pitch the content and the instruction 'at or just above' each student's developmental level, considered to be their 'zone of proximal development' (Vygotsky 1978). Differentiated teaching provides the right level of challenge and promotes engagement by responding to each student's individual differences in readiness, interest and learning profile. Differentiation benefits students across the learning continuum, including students who are highly able and gifted." VED 2020

**Strategy**

1. To build capacity in LAT staff to lead differentiation strategies across the school.
2. Empower all staff, through LAT, of differentiation to better lead learning within and outside classrooms.
3. Implementation of the schools Collegial framework. Observation feedback schedule targeted, ensuring quality pedagogy and "consistently consistent consistency" across the entire school. Collective efficiency
4. Relentless focus on delivering differentiated curriculum and accessibility of curriculum to learners across the school.
5. Empower staff to delivering AAP confidentiality over a 3 year period.

**Actions**

- Ongoing professional development of the LAT staff to provide rich and authentic PD to all school staff in differentiated teaching strategies to all staff. Capacity building.
- Implemented Team teaching across trial year levels to empower all staff in confidently delivering differentiation to all students.
- Assign a LAT teacher to each year level to model best practice.
- To have a designated school learning communities to lead the implementation, through the Inquiry cycle, a Collegial framework which offers, allows for and has funding allocation for a feedback process across the school. Student to student, student to teacher, teacher to teacher, Admin from and to staff. Providing open learning opportunities to develop their teaching through feedback. Why, "Feedback is one of the most powerful measures of success in a students learning' Hattie.
- Provide opportunities for staff to work collegially across the school and share excellent practices within the classroom- Collegial feedback framework.
- By Semester 2, a collegial framework participation at 100%, all staff participate within and across year levels to observe best practice.
- Administration model best practice in the classrooms and them undertake formal observations,
- Continuation of the Honours program in years 5 and 6 to extend students and to encourage critical and creative thinking strategies.

**Annual Performance Review**

- Embed the APR with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in a timely manner (Once a term)
- Use peer observations, feedback, differentiated coaching and learning -communities to improve teaching practices.
- Implement processes to regularly monitor staff and personal wellbeing- whole of school well-being framework.

**Learning Communities**

- Principal Performance Development Plan in place with ARD with clearly identified leadership focus.
- Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.
- Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.
- Enable teachers to engage in effective coaching and observation opportunities to improve teaching and leadership practices.
- Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.
- Develop, build and implement using the inquiry cycle the schools collegial framework with a vision to have tried in semester 2 2021 with all staff to have the opportunity in observing others, being observed and providing rich and authentic feedback.
- Continuation of the age appropriate pedagogies across the school to support learning with every child, every day.

**Target-** Semester 2, 100% participation in the schools collegial framework- observational cycle. LAT staff leading differentiation across the school and the development of strong leadership model.

Develop leadership opportunities and capacity building for aspirants.

Analysis and discussion of data	<b>Responsible officer and timeframe</b>
	<b>DP-Inclusion</b>
	<b>LAT teachers</b>
A culture that promotes learning	<b>DP- Yr 5-6 and Feedback committee</b>
Targeted use of school resources	<b>Administration</b>
Systematic curriculum delivery	<b>All staff.</b>
Differentiated teaching and learning	<b>DP- Yr 3-4 and Guidance officer</b>
	<b>Administration</b>
Effective pedagogical practices	<b>PLT process lead by Curriculum leader</b>
	<b>Administration</b>
School community partnerships	<b>Prep-Yr 2 Deputy and Sector leader</b>

## How will we measure success?

Measure	Annual target increase for state schools	Year level and NAPLAN domains		Current performance (where available)			Target school to complete
				2019	2020	2021	2022
NAPLAN - Percentage of students at or above National Minimum Standard	Annual increase of 2% pa for all year levels in each domain. 100% Reading	Year 3	Reading	95.8%	N/A	97.8%	100%
			Writing	96.6%	N/A	98.6%	100%
			Spelling	82.2%	N/A	94.2%	100%
			Grammar & Punctuation	90.7%	N/A	92.7%	100%
			Numeracy	94%	N/A	96%	100%
		Year 5	Reading	96.1%	N/A	98.1%	100%
			Writing	86.4%	N/A	88.4%	100%
			Spelling	92.1%	N/A	94.1%	100%
			Grammar & Punctuation	92.7%	N/A	92.7%	100%
			Numeracy	93.7%	N/A	95.7%	100%
	NAPLAN - Percentage of students in the upper 2 bands of each domain.	Year 3	Reading	37%	N/A	40%	43%
			Writing	38.1%	N/A	41.1%	44.1%
			Spelling	28.8%	N/A	31.8%	34.1%
			Grammar & Punctuation	34.7%	N/A	37.7%	40.7%
Year 5		Numeracy	22.4%	N/A	25.4%	28.4%	
		Reading	33.7%	N/A	36.7%	39.7%	
		Writing	8.5%	N/A	11.5%	14.5%	
		Spelling	23.7%	N/A	26.7%	29.7%	
INDIGENOUS EDUCATION	Halve the gap in Year 3 reading and numeracy by 2022	U2B and NMS	Reading	33.3%	N/A	100%	100%
			Numeracy	0%	N/A	100%	100%
	Close the gap in student attendance	Average attendance rate for Indigenous students		84.3%	81.8%	95%	96%
		The gap between Indigenous and non-Indigenous apparent retention					
ATTENDANCE AND RETENTION	An increase of 1% pa.	Average attendance rate for students		90.2%	89.5%	95%	96%
		Apparent retention of students in all year levels across the school					
SATISFACTION MEASURES	An increase of 5% pa.	Percentage of <u>students</u> satisfied that this is a good school		76.8%	N/A	81.8%	86.8%
		Percentage of <u>parents/caregivers</u> satisfied/agree that their child is getting a good education at school		83.1%	N/A	88.1%	93.1%
		Percentage of <u>parents/caregivers</u> satisfied/agree that this is a good school.		85.5%	N/A	90.5%	95.5%
		Percentage of <u>staff</u> who agree that they have good access to quality professional development		88.1%	N/A	93.1%	98.1%
		Overall percentage of school <u>staff</u> who agree with the individual staff morale items		60.5%	N/A	65.5%	70.5%

### ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.



(Leanne Matheson)  
Principal

20/02/2021

(Emily Morandy)  
P&C President

20/02/2021



(Steve Vincent)  
Assistant Regional Director

22/02/2021

*Aim for the Best*