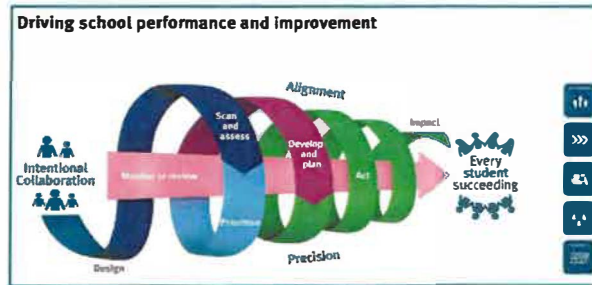




2022

Pialba State School
Annual Improvement Plan



NCR Leadership Challenge
Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.

NCR Leadership Challenge
Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

Key Improvement Priority – Every Student Succeeding
School Improvement Agenda – English – Writing

Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month Target	6 Month Actual	12 Month Target
Every Student Succeeding	Every school delivering the Australian Curriculum with fidelity	English Achievement P-2 – 76% A-C; 10% A-B P-6 – 80% A-C; 25% A-B	English Achievement P-2 – 80% A-C; 20% A-B P-6 – 80% A-C; 25% A-B	English Achievement P-2 79.6% P-6 83.1%	English Achievement P-2 – 85% A-C; 25% A-B P-6 – 85% A-C; % 30A-B
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline 2021	6 Month Target	6 Month Actual	12 Month Target
All children making a great start	Every child engaged in high quality learning Every OOHC child, every child with a disability case managed to Prep. Every OOHC has an ISP in place within four weeks of enrolment Review the number of SDAs inclusive of Prep. Where possible have proactive strategies in place to minimise these.	English Achievement ATSI P-2 A-C 84% ATSI P-6 A-C 79% SWD P-2 A-C 68% SWD P-6 A-C 54% OOHC P-2 A-C 100% OOHC P-6 A-C 100% 2021 Prep SDAs 0 2021 SDAs 180	English Achievement ATSI P-2 A-C 75% ATSI P-6 A-C 75% SWD P-2 A-C 65% SWD P-6 A-C 70% OOHC P-6 A-C 90% OOHC P-6 A-C 90% 2022 Prep SDAs 0% 2022 SDAs <80	English Achievement ATSI P-2 A-C ATSI P-6 A-C 77.1% SWD P-2 A-C P-6 A-C 58.2% OOHCP-2 A-C OOHCP-6 A-C 86.6% 2022 Prep SDAs 0 2022 SDAs SDA < 50	English Achievement ATSI P-2 A-C 80% ATSI P-6 A-C 80% SWD P-2 A-C 70% SWD P-6 A-C 75% OOHC P-2 A-C 100% OOHC P-6 A-C 100% 2022 Prep SDAs 0 2022 SDAs <150
Every Student Succeeding	Leadership Challenge: Every school has developed and implemented a case management process by end of 2022	1 Marker student per class	1 Marker student per class improving		1 Marker student per class improving

14 January 2021

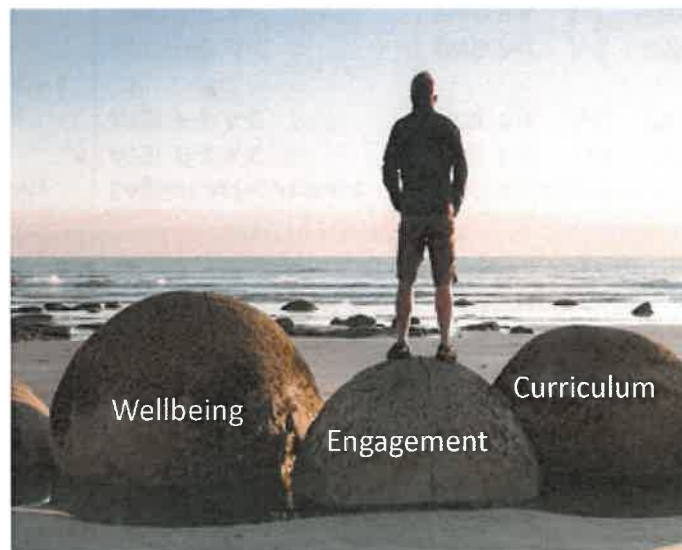
	Leadership Challenge: Every teacher to engage in M1 in at least one Learning Area in 2022.	100% of Teachers 100% of T/Aides	100% of Teachers 100% of T/Aides		100% of Teachers 100% of T/Aides
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Endorsement: This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director



Engagement – Behaviour, community, attendance, outcomes, inclusive of all students

Curriculum – AC English, inclusive of all students

Wellbeing - Student, staff and community, inclusive of all students

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The 2022 Key Improvement Priority of **English within the Australian Curriculum** will be led through actioning the key focus areas.

Focus PERFORMANCE	Actions	Timelines	Resources	Responsible Officer	Budget
<i>lifting the performance of each child and student in our state schooling system.</i>	Complete a whole school analysis of English A-E data and implications of this in relation to the 6-month targets	Each term in staff meeting Week 10 each term	Data wall and tables	Janeen Fricke	nil
	Complete a whole school analysis of Engagement data including: attendance, behaviour (Tier 2/3), SOS, SDA's	Weekly		Janeen Fricke	AAED
	Identify case management students whose performance can be lifted	Pre-moderation meeting each term	Class data sets	Jaime Hillhouse Classroom teacher	
	Regularly analyse English data at an individual, cohort and whole of school level to inform next steps	Moderation cycle ongoing	English samples from marker students	All of staff	
	Leadership team maintain line of site of Case managed student progress through regular visits to classrooms using the 5 questions to students to ascertain learning progression	Fortnightly	Sharrat's 5 questions	Leadership team Janeen, Peter, Anita, Nicole, Jaime,	
	Transition plans for new enrolments . Kindy to Prep . Year 6 to high school . SWD requiring specific Transition Plans	Each Term	Transition programs School chaplains KindyLinQ	Prep and Year 6 teachers Nicole – Inclusion Peter – Year 6 Janeen – Kindy/Prep	

Focus TEACHING	Actions	Timelines	Resources	Responsible Officer	Budget
<p><i>a focus on the capability and capacity to enact a deep understanding of the P12 CARF.</i></p> <p><i>Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i></p>	Enhance teacher knowledge of AC English through deepening knowledge of Achievement Standards and curriculum intent through moderation processes	M1 Moderation	Regional support staff	Jaime Hillhouse	1/2 day per teacher per term \$20 000/year
	Each classroom has a Learning Wall and Bump it Up Wall with samples and student work that align to the GTMJ for the current term English unit	Each term aligned to the current English Unit	Regional support staff	Jaime Hillhouse Classroom teachers	\$2000 for stationary
	Support Timetable provides a focus teacher, intensive teacher and a teacher aide (where possible) in the room during English lessons	Ongoing	Timetabling Jaime Hillhouse	Peter Genrich Nicole Poulton	School Funded TAs/IT.12 FTE/FT
	Deepen understanding of high yield pedagogical strategies using the moderation cycle, CASW and Co-teach/Co-plan models.	Ongoing	Regional PATL HOC Network	Jaime Hillhouse	School Funded I4S - \$145 000
	Lead the development and implementation of You Can Do It - Social Emotional Learning, personalised to our students needs including trauma based practices to enact the General Capabilities - Personal & Social Capability of the National Curriculum	Ongoing	GOSEW team Online network Rob Neisler	Peter Genrich	Rob Neisler - .1 - \$13 000 (T1) Online access YCDI - \$900
Review PBL matrix, ensuring differentiation for students with disabilities is taken into account (Visual Prompts)	Ongoing	NCR PBL network Keith Hill Coach	Peter Genrich	Keith Hill - .1 - \$13 000	

Focus CAPABILITY	Actions	Timelines	Resources	Responsible Officer	Budget
<i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>	Align staff APDP's to the improvement priorities	Ongoing	Online templates	Janeen Fricke	
	All teachers engaging in moderation processes for AC English	Term 1&3 internal. Term 2&4 cluster based		Jaime Hillhouse	
	De-escalation strategies (eg MAPA) . Janeen to contact Sandy Straits	Term 1		Peter Genrich	4 x TRS days - \$2000
	Classroom profiling . Janeen to contact Julie . ESCM Profiler + feedback . ESCM training for new staff	Term 1-4		Peter Genrich	3 x TRS/Sem - \$3000 3 x TRS/Term - \$6000
	Focus PARTNERS <i>fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.</i>	Actions	Timelines	Resources	Responsible Officer
Visit early year services to build productive relationships to foster quality transitions into Prep and secondary school		Ongoing Term 4 Transitions	Prep teacher release KindyLinQ teacher	Janeen Fricke	
Develop a whole school discipline improvement process for students at risk aligned to Student Code of Conduct. Including Discipline Improvement Plans and ISSP that engages the classroom teacher in the process of engaging students & families.		Term 1 Term 1	Principal HOI GO PBL	Peter Genrich	
Case manage vulnerable and at risk students and families accessing all available resources as required		Ongoing	Chaplain GO Wellbeing Psychologist HOI/DP GOSEW External agencies Parent/Guardians	Janeen Fricke P-2 Peter Genrich 3-6	
Create and foster a relationship with local Indigenous elders within the Pialba community		Ongoing	Galangor Duwalami CLOs QPS – CLO Leadership Team	Janeen Fricke Anita Schubert	

	Develop a Parent and Community Engagement framework in consultation with staff and parents. Key focus areas to include attendance and showcasing of student learning.	Ongoing	P&C Butchulla Elder/Representative	Janeen Fricke Anita Schubert	
Focus WELLBEING	Actions	Timelines	Resources	Responsible Officer	Budget
<i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i>	Continue to monitor workload through review of the school data plan and additional release time	Ongoing	Data plan and focused discussions Complex Case Management	Janeen Fricke	Teacher release for meetings 2 x TRS per Term \$4000
	Continue to promote wellbeing across the school community- self, staff, parents and the community	Ongoing	Newsletter Facebook Focussed events	Janeen Fricke Anita Schubert	
	Develop Individual Support Plans for complex students to support successful engagement and wellbeing	As required	GO GOSEW HOSES W'being Psychologist External agencies	Janeen Fricke P-2 Peter Genrich 3-6	Additional specialist teacher FTE (.1 and .1) to support meetings with students, teachers and families
	Staff wellbeing survey with Regional Support from Callum Roberston	Ongoing	NC Region SOS	Janeen Fricke Anita Schubert	
	Develop a Staff/Student framework in response to the wellbeing survey	End Sem 1	NC Region SOS	Janeen Fricke Anita Schubert	
Focus INCLUSION	Actions	Timelines	Resources	Responsible Officer	Budget
<i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning</i>	Develop a documented ICP policy that aligns with the P-12 CARF	End Sem 1	NC PATL HOSES Network	Nicole Poulton	Allocated admin support
	Support teachers to adjust curriculum delivery at the M1 phase of planning for teaching of all students including students with an ICP.	Each term and ongoing	M1 phase planning days Intensive teachers Focussed teachers	Jaime Hillhouse Nicole Poulton	Teacher release as above in Focus Teaching . additional 5hr NCT x term = 20hrs x 15 teacher per year Cost \$30 000

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<i>how to partner with them to take action to promote learning.</i>					
	Develop teacher capability in inclusive practices through class visits and timetabling. Intensive Teacher to work in class alongside class teachers.	Ongoing	Autism Hub online PD	Nicole Poulton Intensive Teachers	Access release time through Specialist Teachers to work with class teachers on pedagogy

Principal:

Janeen Fricke



P&C President:

Jacque Rochester



NCR Lead Principal:

David Hillhouse



