





Bounty Boulevard State School Annual Improvement Plan 2019

Improvement priority: Lifting A-C data (85% A-C, 50% A-B in core subjects)

Strategy: Improve staff data literacy			
Actions	Targets	Timelines	Responsible Officer/s
Provide staff with professional development to enable them to deeply analyse data and use it to differentiate: placemats, AEDC, A-E, NAPLAN	All Staff using data to inform teaching	SFD 2019	DP 3-4
SLT to clearly establish the focus/structure for data discussions to ensure alignment across P-6	Data meetings each teacher with their DP each term	SFD 2019	DP 3-4
Establish data walls for P-2 and have teachers populate these as part of their data meeting (or prior or post)	100% staff	Each Term	HOC with SLT
Revise Data plan	Completed	End 2018	HOC with SLT
Strategy: Improve staff fidelity in the implementation of curriculum and assessment design			
Actions	Targets	Timelines	Responsible Officer/s
Implement framework for moderation from the Assessment and Moderation Hub (Before, During, After)	100% of staff putting into practice 85% A-C and 50%A-B in English, Math U2B 45% Yr 3 and 35% Yr 5 NMS 95% Yr 3 and 90% Yr 5	Early 2019	HOC and Exec
Develop Curriculum fidelity: <ul style="list-style-type: none"> Develop a deep understanding of criteria sheet expectations Ensure alignment between what is being taught, what is being assessed and the success criteria Ensure differentiation in pedagogy and assessment 		Each Term	HOC and SLT
Develop and use 'success criteria' to ensure all children understand what they are working towards in order to achieve their goals		Each unit	HOC and Exec
Display bump it up walls in every classroom to show what an 'A' looks like		Each Unit	HOC and staff
PD for staff on delivering feedback and setting smart goals		PFD Jan 2019	DP Year 2
Year level moderation sessions each term (task moderation in cohort meetings and folio moderation through curriculum meetings)		Task - Each Term Folio – Each semester	ALL
Coalition of schools moderation session – Math		May 7, 2019	ALL
Strategy: Improve transitions to Prep			
Actions	Targets	Timelines	Responsible Officer/s
Increase the number of transition statements received: <ul style="list-style-type: none"> Transition statement email address developed Transition statement allocated box in the school office Communication of the transition statement process with ECEC's Meeting with ECEC's to discuss and collaborate on best way to increase number of transition statements received 	100% received 100% P-2 Staff using to sharpen focusses	2019-2020	DP Prep Prep teachers
Improve use of the transition statements to differentiate teaching and learning to support continuity of learning of individual children: <ul style="list-style-type: none"> DP Prep and HOC to attend Transition Statement PD on using Transition Statements offered by the ECEC team Prep teachers and ECEC services to meet (EY Network forum) to discuss how to effectively use the transition statements. Facilitated by the Transition Officer Foster the value of transition statements with Prep teachers 	100% Prep teachers use AEDC data on data placemat	2019 - 2020	DP Prep Prep teachers
Improve reciprocal relationships with feeder ECEC services: <ul style="list-style-type: none"> Collaborate with ECEC services on the 2018 AEDC dataset to inform discussions and determine transition practices for 2019 Restart regular morning teas with feeder ECEC services throughout the year to discuss practice and to determine transition strategies Develop and implement shared localised transition to school plan Develop the Wondering About Schools booklet 	All ECEC staff and children are comfortable and excited to be transition Parent Handbook	2019 – 2022	DP Prep Prep teachers
Transition approach is an integrated process throughout the year: <ul style="list-style-type: none"> Reflect on the 'Transition to School Annual Planning Timeline' to determine how to extend the transition program across the year 	 Transition to School Annual Plan	2019 - 2022	DP Prep Prep Teachers

Continue North Lakes Early Years Network in collaborative manner (equal leadership) between schools and ECEC services:	School based action plan	2019 - 2022	DP Prep Prep Teachers
Implementation of a school-based playgroup to support children in early childhood education opportunities: <ul style="list-style-type: none"> Review research and procedures for establishing a school-based playgroup to determine feasibility 	 School-based Playgroups.zip Playgroup S2	2019	DP Prep Prep Teachers ECEC's

Strategy: Continue to improve student behaviour

Actions	Targets	Timelines	Responsible Officer/s
PBL Fidelity: <ul style="list-style-type: none"> Building capability of PBL leaders Staff induction, talking point on data placemats WOW time, signage Build staff capability in classroom profiling ESCM's, Circle time, develop capacity to deliver support programs 	Less than 20 SDA's per term 94% Attendance	2019 - 2020	PBL/SLT Teams
Functional Behaviour Assessment PD for staff	Appropriate staff responses to behaviour 100%	2020 - 2021	HODL's
Responsible Behaviour plan reviewed annually	Implementation by all staff	2019 - 2022	DP Prep/PBL

Strategy: Develop and enact a school wide pedagogy

Actions:	Targets	Timelines	Responsible Officer/s
Staff professional development in Age Appropriate Pedagogies	100% staff engage	Evident by December 2019	SLT
SWP focus in observations and APDP	100% staff engage	2019 - 2021	Executive
Facilitate a working party of interested staff to refine and develop a timeline for roll out of revised School Wide Pedagogical Framework	Fidelity shown by 50% of staff by December 2019 and 100% by December 2020	2019 Early	HOC and SLT

Strategy: Improve student attendance

Actions:	Targets	Timelines	Responsible Officer/s
Review Attendance Policy	Best Practice	2019	SLT
Ensure understanding of attendance policy and procedures by staff, students, parents and community	100% staff engage P&C, School Council review	2019	DP 3-4
Monitor data regularly and share with community. Share targets.	94% attendance <10% of students attending less than 85% P&C, School Council	2019 -2022	Executive

Improvement priority: Closing the gap

Strategy: Improve A-C outcomes

Actions	Targets	Timelines	Responsible Officer/s
Development of Personalised Learning Plans for all Indigenous Students: <ul style="list-style-type: none"> All staff apply culturally inclusive and personalised approaches to learning for Indigenous student through Personalised Learning Plans All staff address histories, values, languages and cultures of Aboriginal and Torres Strait Islander people in AC 	80% C or better in English and Math	Reviewed each term	DP 5-6, SLT, ST, CT, EAL/D T
Establish individual reading goals for all Indigenous students aligned to school and regional achievement expectations: <ul style="list-style-type: none"> Measure reading levels each term 	95% of Indigenous students at age reading levels	Term by term	DP 5-6, and CT Indigenous staff
Provide additional support resources as required to ensure Indigenous students reach or exceed NMS for Reading: <ul style="list-style-type: none"> Implement Indigenous Band Scales - English as an additional language or dialect (EAL/D) in order to improve students' attainment in reading Continue to support students through additional reading support Continue to utilise Indigenous TA to support students with their literacy 	90% of Year 3 and 85% of Year 5 Indigenous students at or above NMS Reading	Term by term	SLT, ST and CT, TAs, EAL/D Teacher, Lynda

Strategy: Improve attendance

Actions	Targets	Timelines	Responsible Officer/s
Review and embed Bounty Boulevard SS Attendance Policy	94% Attendance Rate	Monthly Review Cycle	Principal, HODLs, GO and DPs
Increase level of Indigenous student and family engagement through strong Community Partnerships, Indigenous Dance and Culture Group, School and Community/Cultural Events and Solid Pathways: See Strategic Plan	<2% Attendance gap	2019 - 2022	SLT, GO and Indigenous staff
Attendance monitoring and interventions for families and students. <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander students supported at critical stages of their schooling to improve engagement, retention and attainment and develop the skills to participate fully in schooling. E.g. Transition to Prep and High School. School wide implementation of incentives to encourage attendance. Prevention strategies communicated school-wide and to the community. 	Less than 10% of Indigenous students attending below 85%	2019-2022	Deputy Principals, HoSES and GO

Strategy: Staff Capability development

Actions	Targets	Timelines	Responsible Officer/s
All staff, including the leadership team, support and implement the embedding of Aboriginal and Torres Strait Islander peoples' perspectives across the P-6 curriculum.	Evidence of indigenous perspectives in planning P-6	2019 - 2022	SLT, CTs and TAs
Provision of professional development opportunities: <ul style="list-style-type: none"> '8 Ways of Aboriginal Pedagogy' – Prep-6 'Crossing Cultures' – All Staff 	Increased provision of PD for all staff	Annually	SLT, CTs, Admin, TAs, Indigenous staff

Improvement priority: Lifting academic performance of AIMS students

Strategy: Building inclusive practices in every classroom


Actions	Targets	Timelines	Responsible Officer/s
PD on Co-Teaching models: focusing on Differentiation, introduce through Cohort meetings and Support Teachers meetings	Co-teaching a part of all classrooms as appropriate	2019 - 2020	HODL's / ST's
Review new DoE Inclusion Policy and provide PD	Inclusive practice all classrooms	2019 - 2022	SLT

Strategy: Data informed teaching

Actions	Targets	Timelines	Responsible Officer/s
Improve staff fidelity in tiers of support, differentiation, focused and intensive teaching	10% improve/annum	2019-2022	HODL's/SLT
ICPs: documents reviewed with HOC and published	All students that should be on an ICP are	2019 - 2020	HODL's / HOC
PD on Reasonable Adjustments: <ul style="list-style-type: none"> Curriculum teaching and assessment Alternative format library HoDL's and HOC to ensure alignment 	All students that require adjustments get them	2019 - 2020	HODL's / HOC
Collect and monitor data on achievement levels of AIMS students	80% A-C at appropriate level	2019 - 2022	SLT/CT/ST

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