



Yugumbir State School Annual Implementation Plan 2018



Yugumbir SS: Performance Indicators and Targets

Measures of Success at Yugumbir SS in 2018			
Reading	NMS (%)	U2B (%)	MSS (Mean)
Year 3 NAPLAN	91%	30%	390+
Year 3 NAPLAN (ATSI)	100%	N/A	N/A
Year 5 NAPLAN	92%	30%	485+
Year 5 NAPLAN (ATSI)	95%	N/A	N/A
Participation Rates			
Year 3 NAPLAN	96%		
Year 5 NAPLAN	96%		
PM Benchmarks	End of Prep	End of Year 1	End of Year 2
Instructional Level	*PM 7 or above – 95%	*Above PM 16 – 90%	*Above PM 22 – 90%
Attendance			
Attendance Rate	93%		
Below 85% Attendance	Less than 13%		
Closing the Gap	Less than 2%		
Positive Behaviour for Learning			
Short Suspensions	Less than 50		
PBL Effective Behaviour Survey	Increase of 10% - 15% across all school systems via EBS survey		
School Opinion Survey	Minimum of 85% of parents, students and staff are satisfied that behaviour is well managed at YSS.		
AC: Mathematics			
% Student C or Above	75% (Years 1 to 6 by Semester 2)		
School Opinion Survey			
<i>Staff: The school leadership team model the behaviours expected of all employees.</i>	90%		
<i>Staff: I am able to speak up and share a different view to my colleagues and the school leadership team.</i>	95%		

*Excluding students verified with an Intellectual Disability

Improvement Lever 1: Improving student engagement and achievement in Reading by teaching 'Reading the Yugumbir Way'.

Teach 'Reading the Yugumbir Way'			
Actions	Targets	Timelines	Responsible Officer/s
Refine and embed Yugumbir SS Reading Framework and Program, ensuring clear alignment to the Australian Curriculum (AC).	Embedded practice	Continuous	Principal, Deputy Principals, HoSES, HoTL and Coaches
Develop a clear and consistent planning process across Prep to Year 6 for the teaching of Reading.	100% staff		
Maintain high expectations for levels of achievement in Reading reflective in NAPLAN, specifically aligned to 'Like School' performance data.	Refer to YSS Performance Indicators and Targets		
Use Data to Inform Teaching			
Actions	Targets	Timelines	Responsible Officer/s
Review and refine Yugumbir SS Assessment schedule to establish clear, universally known benchmarks and targets in Reading for all students across Prep to Year 6.	YSS Assessment schedule enacted and known by all staff	Term 3	Deputy Principals, HoTL and Coaches
Focus on targeted reading interventions to support identified students achieving below school benchmarks in Prep, Year 1 and Year 2.	Refer to YSS Performance Indicators and Targets	Continuous	Deputy Principals and Coaches
Explore the use of Data Walls, Student Goal setting and the Literacy Continuum as whole school strategies to discuss, monitor and track student performance in Reading.	Data Wall and Student Learning Goals established	Term 4	Principal and Curriculum Leadership Team
Embed a Coaching and Feedback Culture through Instructional Leadership			
Actions	Targets	Timelines	Responsible Officer/s
Embed a differentiated coaching and feedback model that focuses on ensuring a consistent approach to the teaching of Reading across Prep to Year 6. Considered practices include: Coaching; Learning Walks; Watching Others Work; Agreed Observation and Feedback processes; Beginning Teacher Mentors and Other Schools visits.	100% (SOS) teaching staff agree that they receive useful feedback about their work.	Developing Performance Framework Term 1 to Term 4	Principal, Deputy Principals, HoSES, HoTL and Coaches
Closing the Gap for Aboriginal and Torres Strait Islander students			
Actions	Targets	Timelines	Responsible Officer/s
Establish individual reading goals for all ATSI students aligned to school and regional achievement expectations.	100% of ATSI students have reading goals articulated each term.	Term by Term	Deputy Principals and Class Teachers
Provide additional support resources as required to ensure ATSI students reach or exceed NMS for Reading.	100% of Year 3 and 95% of Year 5 ATSI students at or above NMS Reading.	Semester 1	Principal, Deputy Principals and IEW

Improvement Lever 2: Enhancing all teachers' knowledge, understanding and pedagogical practices in teaching the Australian Curriculum (AC) Mathematics.

Systematic Curriculum Delivery: Building staff understanding, knowledge and pedagogical capacity			
Actions	Targets	Timelines	Responsible Officer/s
Through engagement in Professional Learning Teams (PLT), embed a consistent school-wide case management process. Teachers engage in a Cycle of Inquiry to plan, reflect and develop effective teaching strategies for all students. Teachers identify the needs of students requiring extension and/or intervention and respond through differentiated targeted teaching.	75% of students C or above in Semester 2 (Year 1 to Year 6).	Continuous throughout 2018	Deputy Principals, HoSES, HoTL and SE Region Curriculum team.
Continue to engage with the SE Region Curriculum team to support professional learning and planning opportunities to ensure teachers 'know the curriculum'; 'know their students' and 'vary learning pathways through <i>What I Need (WIN)</i> ' to reflect a shared understanding of the Australian Curriculum: Mathematics across Prep to Year 6.			
Moderation practices and Partnerships in learning			
Actions	Targets	Timelines	Responsible Officer/s
Explore opportunities with local schools in the Logan West Cluster to undertake cross-school moderation focused on Australian Curriculum: Mathematics.	Cluster moderation	October, Term 4	Principal, Deputy Principals and HoTL
Strengthening links with local secondary schools to ensure a continuity of learning focused on AC: Mathematics for students from Primary to Secondary schooling.	Continue relationship with local High Schools – specifically with HOD's Mathematics	October, Term 4	
Alignment of A – E (Mathematics) achievement and 2018 NAPLAN			
Actions	Targets	Timelines	Responsible Officer/s
Review alignment of Semester 1, A to E reporting data (Mathematics); internal school data (e.g. PAT-M) and 2018 NAPLAN results – findings shared with all staff.	Years 3 and 5	Term 3	Deputy Principals and Class Teachers



The Pre-Conditions for Improvement: SOARing at Yugumbir State School by embedding a culture that promotes learning.

Consistent Delivery of SW-PBL Framework			
Actions	Targets	Timelines	Responsible Officer/s
Continue engagement in SW-PBL regional program to develop and enact YSS 'Better Behaviour' Action Plan 2018 – 2019, reflecting SW-PBL survey tool recommendations and internal school data.	85% SOS Staff, Student and Parent satisfaction with Behaviour.	End of year	Principal, Deputy Principals and YSS PBL team.
	Tier 2 targets for EBS and SET achieved by 2019.	Continuous	
Support and extend professional learning and coaching activities of evidence-based practice such as Restorative Justice, Functional Thinking, ESCM and Classroom Profiling.	Less than 50 short suspensions	Continuous	
Commence review of YSS 'Responsible Behaviour Plan for Students' throughout 2018 to ensure clear alignment with SW-PBL school - wide practices and DET policy.	RPBS approved to implement in 2019	Semester 2, 2018	Deputy Principals and PBL team.
Every day counts at Yugumbir SS!			
Actions	Targets	Timelines	Responsible Officer/s
Review Yugumbir SS Attendance Policy to embed and enact throughout 2018.	93% Attendance Rate	3 Weekly Review Cycle	Principal, HoSES and Deputy Principals
Attendance monitoring and interventions for families and students 'at risk'.	Less than 13% of students attending below 85% of the time.	Responsive to identified needs	Deputy Principals, HoSES and GO
Maintain high levels of ATSI student and family engagement through strong Community Partnerships, Playgroup, NAIDOC and Solid Pathways.	Less than 2% Attendance Rate gap.	Continuous	Principal, Deputy Principals, HoSES, Community Liaison Officer
The Leadership Challenge – Defining our Trademark!			
Actions	Targets	Timelines	Responsible Officer/s
Build a cohesive and focused leadership team who collectively drive school improvement and take responsibility for the learning success of all students and the professional satisfaction of all staff.	Refer to YSS Performance Indicators and Targets	Continuous	ARD and Principal

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Principal

Greg Brand

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