

Yugumbir SS – Annual Improvement Plan 2020

Every student succeeding in Queensland state schools

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Principal 27/02/20

Endorsed by:
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Scan and assess | **Prioritise** | **Develop and plan** | **Actions** | **Review**

The Next Lift in 2020

Our Explicit Improvement Agenda at Yugumbir SS

Lever 1: Reading the Yugumbir Way
Lever 2: AC: English
Pre-Conditions: PBL and Every Day Counts

Informing evidence

Student achievement data

- A - E LOA English
- YSS Assessment Framework Schedule
- NAPLAN
- Literacy Continuum
- Early Start

Non-academic data

- Attendance rates
- PBL SET and EBS data
- SDA data

Workforce data

- DoE School Opinion Survey

School Strategic Documents

- 2018 School Review Report
- 2020 Regional Scan and Assess
- Investing for Success (I4S)
- School Strategic Plan (2019 – 2022)

Identified problems of practice

- Embed and quality assure all elements of the EIA to ensure consistency of practice across the school – Reading and AC: English.
- Engage in SE Region LLC to support school leadership to build and embed, high quality, self-sustaining instructional leadership utilising the 14 Parameters (Sharratt).
- Develop and communicate YSS School Improvement Plan with support of YSS Guiding Coalition.
- Continue to develop whole-school curriculum documentation in-line with the CARF.
- Embed PBL Framework and ensure it is consistently enacted across Prep to Year 6.
- Enact YSS Code of Student Behaviour to promote a positive, safe and disciplined learning environment.

Prioritised problem of practice

Embed and quality assure all elements of the EIA (Reading, AC: English, PBL) to ensure consistency of practice across the school.

Initiative/s and evidence base

- National School Improvement Tool
- DoE Reading Centre
- YSS Reading Handbook – Teaching Reading the Yugumbir Way.
- "Putting Faces on the Data", Dr Lyn Sharratt and Michael Fullan – school wide text
- "Clarity – what matters most in learning, teaching and leading", Dr Lyn Sharratt – leadership text.

Responsible Officers

- EIA**
Greg Brand (Principal)
- Reading**
Kandice Hutson (A/Deputy Principal), Tara Kelso (A/Deputy Principal) and Improvement Coaches
- AC: English**
Rod Wood (Deputy Principal) and Allanna Barnard (HOD - Curriculum)
- PBL & EDC**
Vicki Wakefield (Deputy Principal) and PBL Executive team
- Inclusion**
Nicole Lovey (A/Head of Special Education)

Baseline and/or Comparison Measures

- A - E LOA English results, percentage of students attaining a grade of C or better, Semester 1 & 2, 2019.
- A, B and C English LOA against SE Region expectations and thresholds.
- SOS for parents and students (*Are their English skills being developed at YSS?*)
- Internal YSS Reading Benchmarks against PM and Probe 2 against SE Region guide and thresholds.
- 2020 NAPLAN Targets as per YSS Assessment Schedule and I4S.
- PBL: SET and EBS Data comparing 2017 to 2019 and internal targets.
- PBL: SOS for parents, staff and students (*Is behaviour well managed at this school?*)
- Attendance Targets as per YSS Assessment Schedule.

Inputs

School:

- *Leadership Support and Instructional Leadership (\$174,000)
- *Whole Year Level planning for AC: English (\$105,000)
- *Community Liaison Officer (\$81,400)
- *Additional Learning Support teacher aide allocation (\$68,000)
- *Speech Language Pathologist (Additional 0.5 FTE)
- *Invest in Years 4, 5, 6 and Specialist teachers to attend DoE Reading Centre PD (\$45,000).
- Resourcing of Positive Behaviours for Learning (PBL) program (\$10,000)
- Professional Development for all staff (\$35,000)
- SE Region's Leading Learning Collaborative engagement.

***I4S Funding**

Regional:

- Min 2 ARD visits per term
- SE Region Teaching and Learning team.
- SE Region PBL team.
- SE Region Inclusive Capability Facilitator.
- Leading Learning Collaborative program (2019/2020).

Target Groups for 2020

- Reading** target group as a marker for success: **Prep, Year 1 and Year 2.**
- NAPLAN (Reading)** target group as a marker for success: **Year 3 and 5 and ATSI students.**
- AC: English** moderation against C2C GTMJs target group as a marker for success: **Prep to Year 6.**
- PBL** target group as a marker for success: **Staff, Parents, Students.**
- Attendance** target group as marker for success: **Prep to Year 6 and ATSI students.**

Precision

- Refine YSS Leadership Charter and Roles, Responsibilities and Accountabilities.
- Develop and enact **YSS School Improvement Plan** through **YSS Guiding Coalition** – this work will focus on developing a shared understanding across school leaders, class teachers and teacher aides of school expectations relating to teaching and learning.
- Continue to embed **Teaching Reading the Yugumbir Way** handbook to inform teaching practice and ensure alignment to the Australian Curriculum (AC).
- Build the capability of all staff through Coaching, Observation and Feedback focussed on signature reading practice – **Guided Reading.**
- Embed the YSS Assessment Schedule identifying internal and systemic data collection expectations aligned the SE Region guide and thresholds.
- Grow **'Learning Walks and Talks'** strategy to showcase best practice in the signature strategies of Reading, English and PBL.
- Continue engagement in **SE Regions LLC**; focus on refining and embedding **Data Walls and Case Management** processes.
- Clearly define and embed universal components of Sharratt's **Assessment and Instruction Waterfall** to English planning processes across Prep to Year 6.
- Embed school-wide Moderation processes to ensure there is consistency of judgement across Prep to Year 6 – focussed on English.
- Embed school-wide expectations relating to PBL to ensure consistency of practice from Prep to Year 6.
- Develop and embed **PBL** signature strategy **'Zones of Regulation'** and school-wide practices and processes to progress to Tier 2 status.
- Develop and enact **YSS Student Code of Behaviour** aligned to new DoE policy and YSS PBL practices.

Actions

Intentional Collaboration

- Provide release time for class teachers to work as Year Level teams to plan units of work, effective pedagogical practices, differentiation, assessment tasks and moderation processes focussed on English.
- Collaboratively refine and enact YSS moderation processes (both internally and externally). Work to progress a Logan West Cluster schools Moderation experience will be a feature in 2020.
- Release teachers through Collegial Learning Teams (CLTs) to work with school leaders to analyse student achievement data to plan teaching interventions and extensions through a Case Management approach to support EIA.
- Implement recommendations from SE Regional 'Scan and Assess' process to enhance and support inclusive practices at YSS.
- Support school improvement through ongoing engagement in SE Region's Leading Learning Collaborative.
- Collaboratively develop and enact 2020/2021 PBL Action Plan.
- Develop YSS Student Code of Behaviour in conjunction with Logan West Cluster schools.

Artefacts of Alignment

- YSS School Improvement Plan 2021 – 2023
- YSS Teaching and Learning Handbook 2021
- Yugumbir State School – Reading Handbook
- Whole School Curriculum, Assessment and Reporting Framework
- Data Wall – Prep to Year 6
- YSS Assessment Schedule
- YSS Student Code of Behaviour
- YSS PBL Action plan
- YSS Attendance policy
- YSS Inclusive Education policy
- Planning readiness for Yugumbir State School Pedagogical Framework development (2021)

Short-term outcomes

- 3 Months**
- Refine YSS of Leadership Charter + Roles, Responsibilities and Accountabilities document.
 - School wide engagement in development of 'Bump in Up' and/or 'Learning' walls reflecting year level English Units and Assessment tasks established across Prep to 6.
 - Commence professional learning to support embedding 'Guided Reading' as signature practice for 2020 including coaching and quality assurance process.
 - Commence the development of YSS School Improvement Plan through formation of YSS Guiding Coalition.
 - Introduce Zones of Regulation being explicitly taught as a PBL signature strategy across Prep to Year 6.
 - Case Management and Data Wall processes refined to support EIA.
 - Leadership team to introduce concept and protocols of 'Learning Walks and Talks' to commence in Term 2.

- 6 Months**
- Clear evidence of Data Walls (Prep to 6) and Case Management process being further refined through CLT processes.
 - Continue to embed signature practice for Reading – Guided Reading.
 - Continue to embed Zones of Regulation being explicitly taught as a PBL signature strategy.
 - Continue the development of YSS School Improvement Plan through YSS Guiding Coalition.
 - Agreed collegial 'Learning Walk and Talk' process commences to support alignment of EIA.
 - Build capacity of Teacher Leaders to support readiness for Cluster Moderation process with Logan West Cluster schools.
 - Continue to progress YSS Whole School Curriculum Framework aligned to CARF.
 - Progress development of YSS Student Code of Behaviour with Logan West Cluster schools.
 - Discuss and explore recommendations of SE Regional 'Scan and Assess' process focussed on inclusion at YSS.

Review

Long-term outcomes

- 9 Months**
- Clear evidence of alignment of AC: English between curriculum, assessment tasks and pedagogy, through the use of Assessment and Instruction Waterfall.
 - Continue to embed signature practice for Reading – Guided Reading.
 - YSS to present 'the right work' at SE Region Learning Fair in conjunction with LCC Cohort 1 and 2 schools.
 - Continue to build staff capacity through actoning of APR process to support EIA.
 - Continue to embed PBL whole school process reflected in 2020/2021 Action Plan.
 - Continue the development of YSS School Improvement Plan through YSS Guiding Coalition.
 - Present 'draft' YSS Student Code of Behaviour in conjunction with Logan West Cluster schools.
 - Progress 'Scan and Assess' recommendation to develop a whole school approach to inclusion.
- 12 Months**
- Collaboratively review student achievement data in Reading, English and NAPLAN to check for improved alignment – if not, then investigate why not?
 - Review Data Wall and Case Management for engagement, currency and influence on practice.
 - Review Logan West Cluster moderation process to build on for 2021.
 - Guided reading consistently implemented across Prep to Year 6.
 - Continue to grow teacher and student engagement in Zones of Regulation as PBL signature strategy.
 - Present YSS School Improvement Plan for 2021.
 - Begin to develop YSS Inclusion policy to enact in 2021.
 - Present YSS Student Code of Behaviour to school community.
 - Review 2020 PBL Action plan against SET / EBS and SOS data.
 - Review all strategic documents and curriculum frameworks.

Measures of Success and Targets 2020

AC: English	A to E Levels of Achievement (LOA)					
% Students C or Above	75% - end of year					
% Student A or B	35% - end of year					
School Opinion Survey	Minimum of 85% of parents and students are satisfied their English skills being developed at YSS.					
Reading and Writing	MSS (R)	MSS (W)	U2B (R)	U2B (W)	NMS (R)	NMS (W)
Year 3 NAPLAN	415	402	48%	44%	96%	97%
Year 3 NAPLAN (ATSI)	100%					
Year 5 NAPLAN	485	450	30%	13%	93%	88%
Year 5 NAPLAN (ATSI)	100%					
PM Benchmarks	End of Prep		End of Year 1		End of Year 2	
Instructional Level	PM 6 or above – 80%		PM 14 or above – 80%		PM 20 or above – 80%	
Attendance	Attendance Rate			Below 85% Attendance		Closing the Gap
Attendance Rate	93%			Less than 12.5%		Less than 2%
Positive Behaviour for Learning	Students - SOS			Parents - SOS		Staff - SOS
School Opinion Survey	Minimum of 85% of parents, students and staff are satisfied that behaviour is well managed at YSS.					