



Bartle Frere State School Annual Implementation Plan 2021

Improvement Priorities 2021

- Improve student outcomes by systematic, explicit teaching of reading and writing in the curriculum

Strategy – Develop an Expert Teaching Team focussed on implanting a range of high yield strategies which are targeted, evidence based and supported by research and align explicitly with the National Curriculum.

Actions	Targets	Performance Measures	Timelines	Responsible Officer/s
Provide professional learning opportunities to build staff capability in data use, analysis and identification of targeted teaching strategies and the use of the 5 Questions for Students and Teachers (Sharratt and Fullan, 2012)	<ul style="list-style-type: none"> 100% of teaching staff will have the capability to analyse and utilise NAPLAN, LOA, PM, PAT, Literacy Continuum and Early Start data as evidence to improve student outcomes 100% of students will have reading and writing goals linked to the Literacy Continuum 100% of students will be able to confidently answer Sharratt & Fullan's (2012) questions. 	<ul style="list-style-type: none"> 100% teachers are satisfied that they are confident using student assessment data to improve student's achievement. (Teacher Survey S2116) 100% teachers are confident in engaging all of their students in learning at this school. (Teacher Survey S2118) 100% of staff use the Australian Curriculum as the single point of truth for planning, teaching, assessing and reporting 	Embedded by the end of Semester 1	Principal, Teachers & Teacher Aides
Provide professional development through coaching & modelling of explicit instruction of reading using SSP and the 4 lesson sequence guided reading approach.	<ul style="list-style-type: none"> Trained staff will embed and implement SSP to support whole-school systematic approach to phonemic awareness and phonics The 4 lesson sequence of shared, modelled, guided and independent reading will support the whole-school approach to teaching reading 	<ul style="list-style-type: none"> Implementation of annually updated whole-school Professional Development Plan Annual Performance Review process completed for teachers/staff P-2 students at or above benchmarks in reading and writing using the Literacy Continuum as guidance 	By the end of term 1	Principal, Teachers & Teacher Aides
Provide professional development through coaching & modelling of explicit instruction of writing using the 6-1 traits of writing approach and linking to individual student learning goals aligned to the literacy continuum. Specific focus: Year 3 and 5.	<ul style="list-style-type: none"> Teaching staff will continue to seek professional development in 6-1 traits of writing Prep – year 2 staff will continue to use Casey Caterpillar training to support early writing skills 100% of staff will be able to explicitly instruct students individualised spelling programs through sound waves program 		By the end of Semester 1	Principal, Teachers & Teacher Aides
Principal to lead staff development in using IMPACT with Brisbane & Languages with Charters Towers School of Distance Education	<ul style="list-style-type: none"> 100% staff teacher aides will be able to support students learning coding and LOTE through distance education & Impact 		By the end of Term 1	Principal & Teacher Aides
Principal to lead staff feedback conversations, embed whole-school feedback model to students through Formative Assessment strategies	<ul style="list-style-type: none"> 100% teaching staff will actively use the 5 questions for students' learning to provide feedback to students and guide their next steps for teaching 100% staff will develop student feedback skills through active coaching & modelling utilising Dylan Wiliam's aspects of Formative Assessment 100% staff will actively engage in ADPP aligned to the Australian Professional Standards for Teachers 	<ul style="list-style-type: none"> 100% Students are satisfied the 'my teacher provides me with useful feedback about my school work' and 'my teachers encourage me to do my best' (Student survey S2040, S2059) 95% Parents are satisfied the 'teachers at this school provide my child with useful feedback about his or her school work' (Parent Survey S2006) 	Term 1 ongoing	Principal, Teachers & Teacher Aides

Strategy – Ensure whole-school Systematic Curriculum Delivery which engages, focusses and achieves success in Reading, Writing and Numeracy across all Learning Areas.

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Design, Implement and embed the BFSS Three Levels of Planning to enable effective teaching, assessment and reporting of the Australian Curriculum with fidelity	<ul style="list-style-type: none">• Collaboration of Curriculum Leaders to design BFSS Three Levels of Planning to ensure full coverage of the Achievement Standards for all 8 Learning Areas• 100% of teachers implement and embed the BFSS Three Levels of Planning by aligning their teaching, assessing and reporting to the whole school planning documents• 100% of teachers have a deep understanding of the Australian Curriculum website and how to utilise it in planning, teaching, assessing and reporting on the Achievement Standards in the 8 Learning Areas• Adaptation and adoption of the C2C P-6 Curriculum for English, Maths, HASS and Science. Band plans and Assessment Folio Profile Sheets to be completed as evidence of full AS coverage.• Music, Drama, Media Arts, Visual Arts & Dance will be adapted to a P-6 Performing Arts Program delivered by a music specialist (Mrs Lynne Rees) and Arts Teacher (Mrs Kara Dew). Band plans and Assessment Folio Profile Sheets to be completed as evidence of full AS coverage.• Physical Education will be adapted to a P-6 whole-school program with adjusted GTMIs & assessments criteria to meet individual year level achievement standards delivered by a HPE Specialist (Mr Dwayne Richardson). Band plans and Assessment Folio Profile Sheets to be completed as evidence of full AS coverage.• Technologies (P-3) to adapt and adopt C2C units to enable full coverage, assessing and reporting of achievement standards• Technologies (4-6) and Languages (5-6) to be delivered by third parties (IMPACT and Charters Towers SDE respectively) and to provide year/band plans and complete student assessment folio profile sheets as evidence of full coverage of achievement standards and a range of assessments to assess and report	<table><tr><th colspan="2">Reading</th><th>2021</th></tr><tr><td>Students achieving at or above year level reading benchmarks (PM and PROBE)</td><td></td><td>100%</td></tr><tr><td>Year 3 and 5 students at and above National Minimum Standard in Reading</td><td></td><td>100%</td></tr><tr><td>Year 3 & 5 Students Identified in the Upper two Bands in Reading</td><td></td><td>30%</td></tr><tr><td>% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.</td><td></td><td>100%</td></tr><tr><td>Parents are satisfied that their child's English skills are being developed at this school. (Parent Survey S2017)</td><td></td><td>95%</td></tr><tr><th colspan="2">Writing</th><th>2021</th></tr><tr><td>Students achieving at or above National Minimum Standard for writing, spelling, grammar and punctuation.</td><td></td><td>100%</td></tr><tr><td>Year 3 and 5 students Identified in the upper two bands for writing, spelling, grammar and punctuation.</td><td></td><td>30%</td></tr><tr><td></td><td>W</td><td>30%</td></tr><tr><td></td><td>S</td><td>30%</td></tr><tr><td></td><td>G&P</td><td>30%</td></tr><tr><th colspan="2">Numeracy</th><th>2021</th></tr><tr><td>Students achieving at or above National Minimum Standard for Numeracy.</td><td></td><td>100%</td></tr><tr><td>Year 3 and 5 students Identified in the upper two bands for Numeracy.</td><td></td><td>30%</td></tr><tr><td>% of Students achieving a C standard (Working With – Prep) or better in Mathematics in Prep – Year 6.</td><td></td><td>100%</td></tr><tr><td>Parents are satisfied that their child's Mathematics skills are being developed at this school. (Parent Survey S2018)</td><td></td><td>100%</td></tr></table> <ul style="list-style-type: none">• Termly reading data cycles with PM/Probe and each semester with PAT• A-E Data triangulation with NAPLAN, PM, PAT-R, PAT-M	Reading		2021	Students achieving at or above year level reading benchmarks (PM and PROBE)		100%	Year 3 and 5 students at and above National Minimum Standard in Reading		100%	Year 3 & 5 Students Identified in the Upper two Bands in Reading		30%	% of Students achieving a C standard (Working With – Prep) or better in English in Prep – Year 6.		100%	Parents are satisfied that their child's English skills are being developed at this school. (Parent Survey S2017)		95%	Writing		2021	Students achieving at or above National Minimum Standard for writing, spelling, grammar and punctuation.		100%	Year 3 and 5 students Identified in the upper two bands for writing, spelling, grammar and punctuation.		30%		W	30%		S	30%		G&P	30%	Numeracy		2021	Students achieving at or above National Minimum Standard for Numeracy.		100%	Year 3 and 5 students Identified in the upper two bands for Numeracy.		30%	% of Students achieving a C standard (Working With – Prep) or better in Mathematics in Prep – Year 6.		100%	Parents are satisfied that their child's Mathematics skills are being developed at this school. (Parent Survey S2018)		100%	Term 1 ongoing	Principal & Teachers
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Staff and students collaboratively unpack all units. Teachers develop know & do tables, success criteria, thinking questions & identify reading & writing demands. Staff & students co-construct learning walls	<ul style="list-style-type: none">• 100% of teachers have clarity about what they are teaching by completing the unpacking process of units and following the Teaching of Reading Cycle – Know your students, know the curriculum, know your next steps and know your teaching practices through a self-reflective process. (Reading Centre, 2018)• 100% of teachers are supported through the unpacking process by co-labouring between teaching team	<ul style="list-style-type: none">• 100% teachers are satisfied that they are confident using student assessment data to improve student's achievement. (Teacher Survey S2116)• 100% teachers are confident in engaging all of their students in learning at this school. (Teacher Survey S2118)• 100% of staff use OneSchool as the single point of truth for diagnostic, formative and summative assessments	Term 1 ongoing	Principal & Teachers																																																			
Staff to unpack the assessment tasks of each unit to identify best strategies and appropriate scaffolding opportunities to enact Gradual Release of Responsibility	<ul style="list-style-type: none">• 100% of teachers have the capability to implement the Gradual Release of Responsibility (model, shared, guided & interdependent) in all lessons and units	<ul style="list-style-type: none">• A-E Data triangulation with NAPLAN, PM, PAT-R, PAT-M	Term 1 ongoing	Principal & Teacher																																																			
Refine & embed the Russell River Cluster Before, After, After, End moderation cycle, reviewing practice and aligning to the Assessment and Moderation Hub	<ul style="list-style-type: none">• 100% teachers participate in cycles of the Before, After, After, End moderation processes with the Russell River Cluster• Cluster to implement Assessment Folio protocols as per systematic requirements to assist in End Moderation phase. Eg Profile sheets• Review process collaboratively at the end of cycles and adapt and/or adopt	<ul style="list-style-type: none">• Moderation completed each term within cluster using Before-After-After-End Cycle• A-E Data triangulation with NAPLAN, PM, PAT-R, PAT-M• Consistent approach across cluster to align curriculum, pedagogy, assessment and reporting• Cluster consistency of teacher judgements• Minutes of cluster meetings to reflect decisions made around the moderation process	Term 1 ongoing	Principal, Teachers																																																			

Endorsement

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

Principal

P and C School Council

Assistant Regional Director