



Pullenvale State School

2017 Annual Implementation Plan

Improvement Priority 1. Systematic Implementation of the Australian Curriculum

Targets		
Familiarisation phase of all Key Learning Areas Version 8 Implementing year level curriculum plans for English and Maths, including agreed and Australian Curriculum aligned assessment tasks.		
Strategy:	Develop year level curriculum plans for Australian Curriculum - English and Maths	
Actions	Timeline	Responsible Officer(s)
Review of Pullenvale State School Assessment and Reporting in the key learning areas of English and Maths	Ongoing	Principal, Deputy Principal, HOD, HOC, Year Coordinator
Strategy:	Review whole school assessment plan, to include agreed summative tasks aligned with Australian Curriculum	
Actions	Timeline	Responsible Officer(s)
Undertake a full consultative review of current assessment plan to collegially define specific summative assessment criteria for all assessments.	Term 4	Deputy Principal, HOD, HOC

Improvement Priority 2. Improve Data Literacy Skills

Targets		
Staff to be engaged in evidenced based research to engage future practices in the classroom.		
Strategy:	Case management meetings to drive collaborative inquiry	
Actions	Timeline	Responsible Officer(s)
Using the models of Lynne Sharratt's 'Putting Faces On Data', staff will engage in case management meetings with their team to create baseline evidence based direction for student plans	Term 4	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES, Year Coordinator
Strategy:	Development and use of data walls to analyse vertical data relating to priority areas	
Actions	Timeline	Responsible Officer(s)
Data walls to engage conversation through case management and staff meetings to provide productive learning sequences and individual learning priorities	Term 4	Principal, Deputy Principal, HOC





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Improvement Priority 2. Improve Data Literacy Skills

Targets

Staff to be engaged in evidenced based research to engage future practices in the classroom.

Strategy: Engage with Sharratt 'Putting faces on Data' - both in school and with region

Actions	Timeline	Responsible Officer(s)
Engage in professional development and practice within the Metropolitan Region, where appropriate.	Ongoing	Principal, Deputy Principal, HOC





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Improvement Priority 3. Maintain and refine evidenced based pedagogical practice

Targets

All staff to be involved in evidence based research and constructive conversations on best practice to engage their appropriate context

Increase in data: School Opinion Survey - Staff Points: S2098, S2099, S2071

Strategy: A focus on building teacher capability

Actions	Timeline	Responsible Officer(s)
Employment of a reading coach 0.6	Term 1	Principal, Deputy Principal
Investing in relevant professional development	Ongoing	Principal, Deputy Principal
Allocation of time for processes including, Case Management, Moderation and Student Assessment	Ongoing	Principal, Deputy Principal, HOC
Employment of 1.0 FTE Head of Curriculum	Term 2	Principal, Deputy Principal
Employment of an e-Learning coach 0.4 FTE	Term 1	Principal, Deputy Principal
Investment in professional development	Ongoing	Principal, Deputy Principal
Employment of 1.0 FTE Head of Curriculum	Term 2	Principal, Deputy Principal
Engaging with experts, research and professionals in the fields of e-learning.	Ongoing	Principal, Deputy Principal, HOD, HOC
Engage with regional STEM and Digital Technologies team	Term 1	Principal, Deputy Principal, HOD, HOC





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Improvement Priority 4. Instructional Leadership with a focus on Workforce Performance

Targets		
Development of capability of all staff		
Strategy:	Administrative staff will engage in walk throughs and formal observation processes.	
Actions	Timeline	Responsible Officer(s)
Administrative staff will continue to engage in walk throughs and formal observation processes.	Ongoing	Deputy Principal, HOD, HOC
Teacher feedback will be delivered through an agreed whole-school format and linked directly to school agenda and pedagogical framework, in the key learning areas of reading and mathematics.	Ongoing	Principal, Deputy Principal, HOD, HOC
Strategy:	Annual Professional Performance Development Plans, consultation	
Actions	Timeline	Responsible Officer(s)
Administrative staff will engage with all staff members to sustain and maintain Performance Professional Development Plans, annually	Ongoing	Principal, Deputy Principal
Staff professional development and PDF's will focus on the school agenda and linked to the Australian Institute of Standards for Teaching (AITSL).	Ongoing	Principal, Deputy Principal
Strategy:	Case Meetings with a focus on Individual Students	
Actions	Timeline	Responsible Officer(s)
Case meetings, regular year level meetings, frequent year level curriculum planning and reflection, cluster & year level moderation, collegial observations and networking.	Ongoing	Executive Principal, Principal, Deputy Principal, HOD, HOC
Professional development linked to school agenda & performance development plans.	Ongoing	Principal, Deputy Principal
Strategy:	Teacher Aides professional development of supporting reading.	
Actions	Timeline	Responsible Officer(s)
Teacher Aides will be engaged in the teaching and support of student development of the whole school reading program. Teacher Aides will be provided with modelled practice from teachers.	Ongoing	Deputy Principal, HOD, HOC





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Improvement Priority 5. Work, Health & Safety and Staff Wellbeing

Targets		
Increase in School Opinion Survey Staff Feedback Point S2080 - I feel I have a good work-life balance from 90% in 2016 to 95% in 2017		
Strategy:	Staff will be engaged in the planning and development of an agreed working strategy, targeting work, health, safety and wellbeing.	
Actions	Timeline	Responsible Officer(s)
Staff will be engaged in the planning and development of an agreed working strategy, targeting work, health, safety and wellbeing.	Term 2	Principal, Deputy Principal
Strategy:	Targeted professional development will accompany	
Actions	Timeline	Responsible Officer(s)
A targeted annual professional development plan	Term 2	Principal, Deputy Principal

Improvement Priority 6. Clarification of systems, roles and working relationships with and between the school staff and key community committees and members.

Targets		
Clearly defined, consistent roles and responsibilities of all staff and community. Increase in data from School Opinion Survey Points: S2011, S2020, S2024, S2096, S2098, S2099.		
Strategy:	Engaging Systems Leadership (SLT) Executive Coach.	
Actions	Timeline	Responsible Officer(s)
In Term 1 and Term 3. In consultation with, the SLT coach the executive team will enhance the role descriptions, school priorities and school structure for sustainable business structuring	Term 4	Principal, Deputy Principal
Strategy:	Review the role of middle management	
Actions	Timeline	Responsible Officer(s)
Middle management specific role descriptions to be defined and engagement of external educational mentors to support and coaching, where required.	Term 2	Principal, Deputy Principal, HOD, HOC, HOSES





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Improvement Priority 6. Clarification of systems, roles and working relationships with and between the school staff and key community committees and members.

Targets

Clearly defined, consistent roles and responsibilities of all staff and community. Increase in data from School Opinion Survey Points: S2011, S2020, S2024, S2096, S2098, S2099.

Strategy:	Professional development		
Actions	Timeline	Responsible Officer(s)	
Middle management, with a focus on coaching, and pedagogy coaching	Term 2	Principal, Deputy Principal, HOD, HOC	
Strategy:	Development of school induction program for new teachers, teacher aides and cleaners		
Actions	Timeline	Responsible Officer(s)	
Administration team, in consultation with relevant stakeholders will reinvigorate the schools induction program for new staff.	Term 4	Principal, Deputy Principal	
Strategy:	Development of mentoring and coaching program to be available to all teaching staff		
Actions	Timeline	Responsible Officer(s)	
Strategy:	Development of capability and autonomy through all staff, in particular, support staff, in line with the schools agenda		
Actions	Timeline	Responsible Officer(s)	
Strategy:	Targeted professional development of Students with Disabilities for all teachers		
Actions	Timeline	Responsible Officer(s)	
All staff to receive targeted professional development throughout the year in relation to dealing with students with disabilities, including engagement with professional partners such as OT's and SLTs	Ongoing	Deputy Principal, HOSES	





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Improvement Priority 6. Clarification of systems, roles and working relationships with and between the school staff and key community committees and members.

Targets

Clearly defined, consistent roles and responsibilities of all staff and community. Increase in data from School Opinion Survey Points: S2011, S2020, S2024, S2096, S2098, S2099.

Strategy:	Audit of and strategic planning for school communication network		
Actions	Timeline	Responsible Officer(s)	
Audit of and strategic planning for the development of a consistent communication strategy for the wider community.	Term 2	Principal, Deputy Principal	
In consultation with the schools digital team and technician, the school will develop a plan for 21st Century communication through interactive engagement.	Term 3	Principal, Deputy Principal	
Employing 12 hours of AO2 to develop the role of communications officer.	Term 1	Principal	
Bi-Annual forums with Executive staff and parents for feedback and response to School Opinion Survey.	Ongoing	Principal, Deputy Principal	
The introduction of Parent, Teacher and Student Interviews, with a focus on student direct teacher feedback.	Ongoing	Deputy Principal, HOD, HOC, Year Coordinator	

Improvement Priority 7. School Priority - Improvement of Year 3 to Year 5 Relative Gain Data

Targets

Increase in relative gain from years 3 to 5 in the domains of Writing (-0.38 - 2014 to 2016) and Reading (-0.11 2014 to 2016). Numeracy (0.00 2014 to 2016)

Strategy:	Consistent focus on the delivery and teaching of 'Mathematical Thinking'.		
Actions	Timeline	Responsible Officer(s)	
Consistent focus on the delivery and teaching of 'Mathematical Thinking' including regular 'Number Talks'.	Term 3	Deputy Principal, HOC	
Challenging problem solving strategies of students through the embedding of a whole-school 'number talks' mathematical problem solving strategies.	Term 3	Deputy Principal, HOC	
Embedding of Polya's 4-step processing for Numeracy. Using 10 steps to success.	Term 3	Deputy Principal, HOC	
Strategy:	Targeting top 10% of Upper-Two Bands on extended writing techniques.		
Actions	Timeline	Responsible Officer(s)	
Year 5 action group targeted 10% U2B on a by-daily plan supported by Deputy Principal and HOC	Term 1	Deputy Principal, HOC	





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Improvement Priority 7. School Priority - Improvement of Year 3 to Year 5 Relative Gain Data

Targets

Increase in relative gain from years 3 to 5 in the domains of Writing (-0.38 - 2014 to 2016) and Reading (-0.11 2014 to 2016). Numeracy (0.00 2014 to 2016)

Strategy: Professional development and coaching in the teaching of reading

Actions	Timeline	Responsible Officer(s)
Engaging in professional development, observational and pedagogy coaching of classroom teaching practice in reading groups.	Ongoing	Deputy Principal, HOD, HOC
Observations and feedback with teachers and students	Ongoing	Principal, Deputy Principal, HOD, HOC

Endorsement

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

Principal

P and C / School Council

