

Pullenvale State School: 2016 School Improvement Agenda

School Priorities, 2016

Identified key areas for improvement this school year include:

- Improving our **Spelling**
- Using **Mathematical** thinking
- Following our school's Responsible **Behaviour** Plan

Pullenvale State School Vision

*To be United in the Pursuit of Excellence. To be part of a cohesive school community where differences are valued, achievements are celebrated and learning is fun. A **school leadership group** delivering excellence in education. Enthusiastic, committed and respected **teachers** who are well supported. **Students** who are valued, engaged and inspired to learn to their potential. Well informed **parents and carers** who have a positive and supportive relationship with the school.*

Local Decision Making: Ensuring community needs are central to decision making processes, autonomy and accountability.

Embrace Autonomy:

Involve School Council in Quadrennial School Review and creation of 2017-2020 Strategic Plan.

Explore and adopt innovative practices across all areas: education, finances, facilities, community and human resources.

Staff work with increased autonomy (within the framework of SIA) to create educational, professional development and/or support roles at PSS.

Create Partnerships:

Implement the Parent and Community Engagement Framework.

Finalise and communicate "Pathways Through Pullenvale" plan outlining school specific programs and extra-curricular offerings.

Establish strong, innovative and sustainable partnerships – Early Education Centres, local schools and commercial entities. Work collaboratively across local schools – including Kenmore Alliance of Schools (KAOS) Cluster and Kenmore State High School.

Respond to 2015 survey data re behaviour management and ICT (devices and learning opportunities for children).

Increase level of staff engagement with creation of key strategic and operational documents

School Performance: Achieving success through an intentional approach to improving the progress of every student.

Know your data: Triangulated student achievement data utilised by class teachers & administration.

Prepare for School Review through exploration of 8 domains as outlined in National School Improvement Tool.

School Survey Data (systemic & school generated) used to influence strategic direction of school.

Know your strategies: Analyse and compare School Review case studies with current practice at Pullenvale SS.

Share best practice across classrooms/schools – ongoing facilitation of collegial observations & enactment of staff Personal, Professional Development Plans.

Conduct an extensive mid-year review of:

- ePal (BYOX) programs in Years 4-5;
- Cars & Stars Reading program;
- Engagement of Literacy/Numeracy coach, STEM and ICT support teachers;
- PSS Responsible Behaviour Plan.

Teaching Quality: Teachers employing high quality, evidence-based practices focused on success for every student.

Develop Professional Knowledge: Provide targeted and aligned professional development to support the teaching of spelling and mathematical thinking. Facilitate in school support for teachers in line with individualised Annual Professional Development Plans.

Develop professional practice: Focus on developing, sharing, profiling and celebrating differentiation of content, complexity and pedagogical practice across the school. Explore school wide approaches to explicit and differentiated feedback.

Develop Professional Engagement: Use collegial observations and learning communities to improve teaching practice.

Principal Leadership and Performance: School leadership team driving school improvement and student achievement.

Lead teaching and learning: Principal to oversee individual development plans for all teaching staff (including Deputy Principals). Business Services Manager to oversee individual development plans for all non-teaching staff.

Develop self and others: Principal to engage in external coaching and mentoring program as a member of KAOS.

Lead Improvement Innovation and Change: Work alongside KAOS schools and Regional networks to engage with and trial innovative approaches to teaching, learning and school governance.

Successful Learners: Students engaging in learning and achievement, and successfully transitioning to further education.

School Priority (1) Improve the spelling of every individual student.

School Priority (2) Enhance the ability of every student to think and reason mathematically.

School Priority (3) Embed a consistent understanding and application of the Responsible Behaviour Plan amongst students, staff and parents

Know your learners: Triangulated student achievement data used by class teachers & administration to guide differentiated approaches for individual students.

Provide professional development to teachers in the use of One School 'Dashboard' capabilities, to improve teaching & meet learning needs for individuals and cohorts.

Meet your learners' needs: Deliver all components of "Pathways through Pullenvale"

Implement and explicitly teach PSS's Social Skills / Emotional Resilience / Responsible Behaviour Skills program.

Targets and Strategies to enact the School Improvement Agenda, 2016

The School Improvement Agenda is the key document used by School Council, School administration and staff and the Parents and Citizens Association, to guide decision making and strategies for the school.

School management remains the responsibility of the school Principal and administration team.

Local Decision Making			School Performance			Teaching Quality & Principal Leadership			Successful Learners		
Embrace Autonomy	Status*	Effectiveness*	Know Your Data	Status*	Effectiveness*	Teaching Quality	Status*	Effectiveness*	Priority Targets	Status*	Effectiveness*
<p>Embrace Autonomy</p> <ul style="list-style-type: none"> • School Council to consider Self Determined Review report, systemic requirements and school managed survey in preparing the next strategic plan for the school 2017-2020. • School to explore Corporate Partnerships (e.g. Microsoft, Local Businesses) • School to forge professional development links with KAOS, feeder ECECs and global connections/schools. <p>Create Partnerships</p> <ul style="list-style-type: none"> • School Council to monitor and review ongoing implementation of Parent and Community Engagement Framework. • Pathways Through Pullenvale document creation, publication and promotion. • Maintain placement of Behaviour (Semester 1) and ICT Support Teachers. • Engagement of Experienced Senior Teachers with broad range of school governance initiatives and responsibilities. 			<p>Know Your Data</p> <ul style="list-style-type: none"> • Teacher release facilitated to allow the engagement of dashboard data between teachers, administration and literacy/numeracy coach. • School administration to lead engagement with NSIT Domains. • School Planning Group / School Council to conduct and analyse annual school generated survey. <p>Know Your Strategies</p> <ul style="list-style-type: none"> • School administration to explore opportunities to reflect on provided case studies from SIU and conduct school visits of high performing schools. • Ongoing adoption of facilitated teacher release for collegial observations and feedback. • Review of specialised programs (listed) beyond annual survey process – seek staff and student feedback specific to the programs on offer. 			<p>Teaching Quality</p> <ul style="list-style-type: none"> • Professional development undertaken to align with APDPs, School Priorities 2016 and systemic requirements. • Differentiation as an underlying principle to be reflected in PD opportunities for staff – including Years 4-6 CYOD programs. • Facilitated teacher release for collegial observations and feedback. <p>Principal Leadership & Performance</p> <ul style="list-style-type: none"> • Completion of Personal Development Plans in line with Performance Improvement and Accountability Framework. • Principal to engage in formal process of coaching/mentoring via IPS, KAOS or Metro channels. • Principal to maintain membership and active participation within KAOS to explore avenues for innovation and positive change within the context of PSS. 			<p>Priority Targets</p> <ul style="list-style-type: none"> • NAPLAN Targets for 2016, percentage of students achieving in the U2Bs as follows: <ul style="list-style-type: none"> - Year 3 Reading, 80% - Writing, 85% - Spelling, 65% - Gram. & Punc., 90% - Numeracy, 65% - Year 5 Reading, 80% - Writing, 75% - Spelling, 65% - Gram. & Punc., 85% - Numeracy, 55% • Coordinated school wide approach to the learning sequence, teaching and assessment of Values and Behaviours. <p>Know Your Learners</p> <ul style="list-style-type: none"> • Teacher release facilitated to allow the engagement of dashboard data between teachers, administration and literacy/numeracy coach. <p>Meet Your Learners' Needs</p> <ul style="list-style-type: none"> • Teacher release facilitated to allow the engagement of dashboard data between teachers, administration and literacy/numeracy coach. 		

*Status – did it happen? / Effectiveness – measure of success