

**Pullenvale State School: 2015 School Improvement Agenda**

- Value and develop safety, respect and learning.
- Strengthen community engagement
- Outstanding teaching and learning of literacy and numeracy
- Maintain an evidenced based approach to teaching, learning and behaviour management
- Maintain the focus on effective teaching and learning as core business

DETE's Vision: Inspiring minds. Creating opportunities. Shaping Queensland's future.

DETE's Purpose: Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

Engaged Partners:	High Standards:	Great People:	Successful Learners:
<p><b>Local Decision Making:</b></p> <p><u>Embrace Autonomy:</u></p> <p>Creation of School Council.</p> <p>Innovative practices to be adopted in all areas of school operations: education, finances, facilities, community and human resources.</p> <p>Increased levels of autonomy to be granted to school staff and School Council to work within the framework of the SIA to create educational, professional development and/or support roles within the school setting.</p> <p><u>Create Partnerships:</u></p> <p>Implement the Parent and Community Engagement Framework – School Council to monitor ongoing implementation</p> <p>Establish strong, innovative and sustainable partnerships – Early Education Centres, local schools and commercial entities (e.g. Kids Biz – Commonwealth Bank).</p> <p>Respond to 2014 data surrounding management of behaviour and provision of Information Communication Technology (devices and learning opportunities for children).</p> <p>Work collaboratively across local schools – including Kenmore Alliance of Schools (KAOS) Cluster and Kenmore State High School.</p> <p>Staff providing feedback to School Planning Group / School Council representative of staff views.</p>	<p><b>School Performance:</b></p> <p><u>Know your data:</u> Student Achievement Data effectively – triangulated data utilised by class teachers and administration.</p> <p>Respond to Teaching and Learning Audit – achieve outstanding practices via formalised process in response to recommendations.</p> <p>Community Survey Data (systemic and school generated) to influence strategic direction of school. Target – above 90% levels of satisfaction in response to all questions on the school generated Annual Survey.</p> <p>Increased levels of staff participation in staff surveys.</p> <p><u>Know your strategies:</u> Exceed expectations of School Performance Assessment Framework – work towards best practice as identified via provided case studies.</p> <p>Share best practice across classrooms/schools – ongoing facilitation of collegial observations and enactment of staff Personal, Professional Development Plans.</p> <p>Adoption of research based practices to include the following programs and initiatives:</p> <ul style="list-style-type: none"> <li>• ePal (BYOX) programs in Years 4-6;</li> <li>• Cars and Stars Reading program;</li> <li>• Appointment of Literacy/Numeracy coach &amp; ICT support teacher;</li> <li>• Middle Schooling approach; and</li> <li>• Implementation of new PSS Responsible Behaviour Plan</li> </ul>	<p><b>Teaching Quality:</b></p> <p><u>Develop Professional Knowledge:</u> Develop confident working knowledge of P-12 curriculum, Australian Curriculum and associated available resources (including C2C resources and new PSS English and Maths programs).</p> <p><u>Develop professional practice:</u> Implement pedagogical framework – all teachers to be proficient in the implementation of the Pullenvale State School, Pedagogical Framework and all its components.</p> <p><u>Develop Professional Engagement:</u> Use collegial observations and learning communities to improve teaching practice.</p> <p>Complete Personal Development Plans in line with Performance Improvement and Accountability Framework.</p> <p><b>Principal Leadership and Performance:</b></p> <p><u>Lead teaching and learning:</u> Principal to oversee individual development plans for all teaching staff and school administration members.</p> <p><u>Develop self and others:</u> Principal to engage in Metropolitan Region coordinated coaching program.</p> <p><u>Lead Improvement Innovation and Change:</u> Principal to facilitate opportunities for all staff and community members to enact research based innovation and change within the school setting.</p>	<p><b>Successful Learners:</b></p> <p><u>Know your learners:</u> Scheduled student achievement data (e.g. NAPLAN and school generated data) analysis between teacher, administration and Literacy/Numeracy Coach.</p> <p>Professional development to support teachers to use One School 'Dashboard' capabilities, to attain a comprehensive understanding of individual and cohort related learning needs.</p> <p><u>Meet your learners' needs:</u> Ongoing implementation of learning programs that support students at either end of the academic spectrum.</p> <p>Continued provision of extra curricula activities in the sporting and cultural areas.</p> <p>Increased levels of targeted delivery surrounding the Kids Matter program, accompanied by the introduction of formal teaching and learning experiences for children to assist in the implementation of the schools' new Responsible Behaviour Plan.</p> <p>Improve literacy and numeracy achievement levels:</p> <p>– School to record levels of achievement within the Upper Two Bands (U2Bs) of Years Three and Five NAPLAN testing that are 'Statistically Above the Nation'.</p> <p>- School to achieve results for students at or above National Minimum Standards (NMS) that are 'Statistically Above the Nation' or at 100% of students achieving this level.</p>

*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.*

**Targets and Strategies to enact the School Improvement Agenda, 2015**

Engaged Partners:	✓	?	X	High Standards:	✓	?	X	Great People:	✓	?	X	Successful Learners:	✓	?	X
<ul style="list-style-type: none"> <li>• School Planning Group to work through the process of creating a School Council by Term 3, 2015</li> <li>• School to explore Corporate Partnerships (e.g. Microsoft, Local Businesses)</li> <li>• School Planning Group / School Council to manage through term meetings status of School Community Engagement Plan</li> <li>• School to forge professional development links with feeder EECs.</li> <li>• Flexible staffing utilised to appoint Behaviour Management Teacher to oversee implementation of school's responsible Behaviour Plan and associated strategies.</li> <li>• School to implement BYOX (ePal) classes across Years 4-6 accompanied by updated bandwidth and wireless capabilities across the school.</li> <li>• Appointment of ICT teacher to assist in school wide adoption of ICT teaching and learning techniques.</li> <li>• Maintain active role in KAOS partnership.</li> <li>• Staff to provide input into SPG / SC that is representative of staff views.</li> </ul>	✓	?	X	<ul style="list-style-type: none"> <li>• Teacher release facilitated to allow the engagement of dashboard data between teachers, administration and literacy/numeracy coach.</li> <li>• School administration to lead reflection of CT&amp;L Audit recommendations.</li> <li>• School Planning Group / School Council to conduct and analyse annual school generated survey.</li> <li>• SPG / SC to provide recommendations based on findings to inform 2016 SIA.</li> <li>• Ongoing adoption of facilitated teacher release for collegial observations and feedback.</li> <li>• Adoption of research based practices to include the following programs and initiatives: <ul style="list-style-type: none"> <li>- ePal (BYOX) programs in Years 4-6;</li> <li>- Cars and Stars Reading program;</li> <li>- Appointment of Literacy/Numeracy coach &amp; ICT support teacher;</li> <li>- Middle Schooling approach; and</li> <li>- Implementation of new PSS Responsible Behaviour Plan</li> </ul> </li> </ul>	✓	?	X	<ul style="list-style-type: none"> <li>• Relevant school core learning and KLA committees to oversee implementation and professional development for subject areas.</li> <li>• Admin and Lit/Num Coach to support staff in delivering relevant curriculum within the PSS Pedagogical Framework.</li> <li>• Facilitated teacher release for collegial observations and feedback.</li> <li>• Completion of Personal Development Plans in line with Performance Improvement and Accountability Framework.</li> <li>• Principal to oversee individual development plans for all teaching staff and school administration members.</li> <li>• Principal to undertake one terms secondment to school reviewers position.</li> <li>• Principal to maintain membership and active participation within the IPS alliance to explore avenues for innovation and positive change within the context of PSS.</li> </ul>	✓	?	X	<ul style="list-style-type: none"> <li>• NAPLAN Targets for 2015, percentage of students achieving in the U2Bs as follows: <ul style="list-style-type: none"> <li>- <b>Year 3</b> Reading, 80%</li> <li>- Writing, 75%</li> <li>- Spelling, 65%</li> <li>- Grammar &amp; Punctuation, 80%</li> <li>- Numeracy, 55%</li> <li>- <b>Year 5</b> Reading, 65%</li> <li>- Writing, 80%</li> <li>- Spelling, 65%</li> <li>- Grammar &amp; Punctuation, 75%</li> <li>- Numeracy, 45%</li> </ul> </li> <li>• Teacher release facilitated to allow the engagement of dashboard data between teachers, administration and literacy/numeracy coach.</li> </ul>	✓	?	X

The School Improvement Agenda is the key document used by school, Parents and Citizens and School Planning Group to guide decision making and strategies for the school.

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