

Osborne State School

Annual Implementation Plan 2019



State and Regional Priorities

State Schools Strategy 2018-2022 <ul style="list-style-type: none"> • Successful Learners • Teaching Quality • Principal Leadership and Performance • School Performance • Regional Support • Local Decision Making 	NQR Priorities 2019 <ul style="list-style-type: none"> • Build Principal and other Leaders' capability to facilitate the <i>school improvement model</i> to identify and enact their school explicit improvement agenda in alignment with the State School Strategy • Support Principal and other School Leaders to build capability of staff • Develop strong collaboration between schools/regional teams and other agencies
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School Improvement Priorities 2019

Improvement priority - Improve student outcomes through focussed high-yield pedagogical practice and curriculum delivery.

Teaching - Embedding consistency and a whole school pedagogical approach through high effect size teaching and learning in P-6			
Actions	Targets	Timelines	Responsible Officer/s
Continue to implement and embed high effect size visible teaching and learning through Explicit Instruction across all KLAs	100% of Year 3 and 100% of Year 5 students reaching U2B in 3/5 areas of NAPLAN testing 75% of students achieving a B or better in English, Maths and Science	Sem 1	Principal and teachers
Improve feedback processes to ensure students are able to articulate their own learning goals and progress in learning.		Sem 1&2	
Engage in regular moderation including planning, mid and post data conversations around student work in Key Learning Areas through scheduled student data meetings to ensure consistency of results and continual monitoring of student learning.		Sem 1&2	
Moderation - Develop and Embed Teaching Team			
Embed regular observation and feedback through the co-plan, co-teach, co-assess OSS model of practice.	100% staff agree that 'I have access to quality professional development' (S2086). 100% parents agree that 'This school encourages me to take an active role in my child's education' (S2026). 75% of students achieving a B or better in English, Maths and Science 100% of students accessing ICPs achieving their learning goals	Sem 1	Principal and teachers
Continue to provide regular scheduled planning days to facilitate co-planning and provide opportunities for principal and teachers to work collaboratively on planning, moderation, observation and feedback.			
Provide professional development opportunities in the following areas: <ul style="list-style-type: none"> • Staff and community data literacy and use of data to identify student learning and teaching strategies • Australian Curriculum • Whole school planning and moderation processes • Use of OneSchool • Literacy continuum with a focus on reading and writing • Digital Technologies Curriculum 			

Improvement priority – Improve student, staff and community engagement and wellbeing.

Engagement - Embed a consistent whole school approach to engagement and wellbeing			
Actions	Targets	Timelines	Responsible Officer/s
Review and update Parent and Community Engagement Framework and Learning and Wellbeing Framework to reflect current research based practices and departmental guidelines.	100% parents agree that 'student behaviour is well managed at this school.' (S2012) 100% students agree that 'my teachers care about me.' (S2063) 100% students agree that 'I feel safe at my school.' (S2037) 100% staff agree that 'the wellbeing of employees is a priority for my school.' (S3224)	Sem 1	All staff
Investigate and implement evidence-based social and emotional learning strategies based on trauma informed practice models.			
Provide professional development opportunities in the following areas: <ul style="list-style-type: none"> • Mental health and well being • PACE and LWB Frameworks • Trauma informed practice 			



<ul style="list-style-type: none"> Developing positive classrooms and communities 			
Strategy - Develop and foster healthy communities through prevention and positive reinforcement			
Actions	Targets	Timelines	Responsible Officer/s
Review Student Learning and Wellbeing Framework and develop an understanding of community attitudes towards mental health and wellbeing	100% parents agree that 'my child feels safe at this school.' (S2002)	Sem 1	All staff
Utilise the Be You and departmental resources to develop a school Action Plan to address priority areas for mental health and wellbeing.	100% parents agree that 'this school encourages me to take an active part in my child's education.' (S2026)		
Develop and implement Parent and Community Engagement Framework (PACE) with a focus on mental health and wellbeing.	100% of staff agree that 'my work has a direct positive impact on the community.' (S3228)		

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