Osborne State School

Annual Implementation Plan 2020



State Schools Strategy 2018-2022

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

State and Regional Priorities

NQR Priorities 2020

- Improving results and outcomes of students.
- Improve the wellbeing of children and young people.
- Capability building of our staff North Queensland is a region of choice.

School Improvement Priorities 2020

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

Strategy - Ensuring consistency and a whole school pedagogical approach based on high effect size visible 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 Improve feedback processes to ensure students are able to	50% of Year 3 and 50% of Year 5 students reaching U2B in 3/5 areas of NAPLAN testing 60% of students achieving a B or better in STEM (Science, Technology, English and Maths) 80% of Prep-2 students improving by at least 2 PM levels per term.	Sem 1 Sem 1&2	Principal and teachers	
articulate their own learning goals and progress in learning. 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		Sem 1&2		
learning. Engage with Early Years coaches to implement Age Appropriate Pedagogies in Junior classroom	Student attendance >95% Reduce incident of physical misconduct to <25 annually	Sem 1&2	All staff	
	100% Prep-2 students agree that they like coming to school and feel safe at school (Wellbeing Inquiry cycle survey)	Sem 2	Class teacher	
Strategy - Develop an Expert Teaching team				
Embed regular observation and feedback through the co-plan, co-teach, co-assess OSS model of practice. 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: Staff and community data literacy and use of data to identify student learning and teaching strategies Whole school planning and moderation processes Use of OneSchool Age Appropriate Pedagogies	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). 60% of students achieving a B or better in STEM (Science, Technology, English and Maths) 100% of students accessing ICPs achieving their learning goals	Sem 1	Principal and teachers	

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

Stratogy Enguro a consistent whole school approach to	ongagement and wellhoing				
Strategy – Ensure a consistent whole school approach to engagement and wellbeing.					
Review and update Parent and Community Engagement Framework and Learning and Wellbeing Framework to reflect current research based practices and departmental guidelines. Investigate and implement evidence-based social and emotional learning strategies based on trauma informed practice models. Provide professional development opportunities in the following areas: • PACE and SLWF Frameworks Develop implementation plan for Berry St model (trauma informed practice)	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 2	All staff		
Whole staff to participate in Flourish for Staff program to assist in improving staff wellbeing and work-life balance.	100% staff participating in Flourish Improvement from pre to post Flourish survey data	Sem 1&2 Sem 2	All staff		
Strategy - Develop and foster family partnerships through purposeful and positive relationships.					
Actions	Targets	Timelines	Responsible Officer/s		
Review Student Learning and Wellbeing Framework (SLWF) and develop an understanding of community attitudes towards mental health and wellbeing Utilise the Be You and departmental resources to develop a school Action Plan to address priority areas for mental health and wellbeing. Develop and implement Parent and Community Engagement Framework (PACE) with a focus on mental health and wellbeing.	100% parents agree that 'my child feels safe at this school.' (S2002) 100% parents agree that 'this school encourages me to take an active part in my child's education.' (S2026) 100% of staff agree that 'my work has a direct positive impact on the community.' (S3228)	Sem 1	All staff		
Implement the Inclusive education policy through review and update of SLWF and PACE frameworks.	Signposts for school improvement – Inclusive education template – progress from 2019 baseline data	Sem 2	All staff		

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