



# PARKHURST STATE SCHOOL

## 2021 Annual Implementation Plan

# TERM 1 2021

## WHAT IS?

Scan and Assess 'The' Data



### Our Learners' 2020 Literacy Achievement

Please Note : No 2020 NAPLAN Data available due to COVID-19

#### Measure : 2020 Class Reading Data Action Plans

- Year 3 Reading** : 69% at or above 2020 School Target  
: 59% exceeding 2020 School Target
- Year 5 Reading** : 75% at or above 2020 School Target  
: 72% exceeding 2020 School Target

#### Measure : Semester Two Year Level English A-E and Year Level Reading Target Achievement

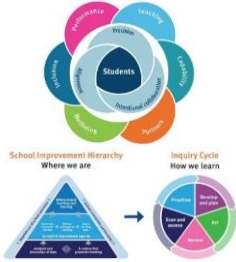
- 81% of 2020 **Prep Learners** achieving at and above a C↑ in English with 62% at and above school reading targets
- 73% of 2020 **Year One Learners** achieving at and above a C↑ in English with 59% at and above school reading targets
- 73% of 2020 **Year Two Learners** achieving at and above a C↑ in English with 59% at and above school reading targets
- 86% of 2020 **Year Three Learners** achieving at and above a C↑ in English with 69% at and above school reading targets
- 59% of 2020 **Year Four Learners** achieving at and above a C↑ in English with 39% at and above school reading targets
- 83% of 2020 **Year Five Learners** achieving at and above a C↑ in English with 75% at and above school reading targets
- 78% of 2020 **Year Six Learners** achieving at and above a C↑ in English with 76% at and above school reading targets

#### Measure : Literacy Continuum (as per school Targets and Milestones)



## WHERE TO?

Goal and Targets



**School Vision** : Every Parkhurst Learner is literate, numerate, safe, happy and learning every day

**School Reading Goal** : Improving **EVERY** Parkhurst State School learner's reading achievement and actual gain

#### School Reading Targets

- 96%** of all learners achieving at and above a C standard at their level
- 50%** of all learners achieving at an A and B standard

#### Department of Education Priorities: 'Every Student Succeeding'

- Success and wellbeing for all children and students through each stage of learning in an inclusive education system.
- Continuous improvement in teaching, learning and assessment of the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

#### System Measures

- Achievement
- Engagement and Wellbeing
- Transitions

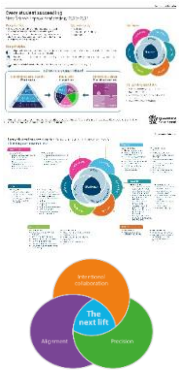
#### System Targets

- 95%** of Year Three learners at and above National Minimum Standard for Reading
- 95%** of Year Five learners at and above National Minimum Standard for Reading



## HOW?

Strategies  
Actions  
Resources  
Accountabilities



### SUCCESSFUL LEARNERS

- Goal setting
- Feedback
- Assessment capability
- Reading incentives
- Targeted support
- Targeted Staff coaching

### QUALITY CURRICULUM

- Reading demands and general capabilities of the Australian Curriculum fully implemented across all learning areas
- Expectations
- Targets, measured and data
- Quality assured and moderated
- Resourcing aligned to curriculum delivery

### QUALITY TEACHING

- Data driven practices
- High impact teaching strategies, including signature pedagogies
- Kagan Cooperative Learning
- Inquiry Based Learning
- Curriculum planning, pre and post moderation
- Teaching consistency
- Routines and Structures

### QUALITY PARTNERSHIPS

- Survey community needs and interests
- Information and skilling sessions
- Intentional collaboration with other schools, leaders and groups
- Cross school moderation
- High performing school teams

### STAFF CAPABILITY

- Mentoring of early career, new and returning staff
- Enacting the Australian Curriculum with rigour
- Targeted coaching and professional learning
- Collegial engagement
- ADPP goals and capability audits
- Embedded feedback processes
- Aspiring Leaders, (including HALTs)



## WHAT?

Artefacts  
Evidence



- Classroom Reading Data Actions Plans
- Classroom Learning Walls
- Reading Data Wall – 'The Faces on Our Data'
- Curriculum, Assessment and Reporting Framework (CARF)
- Collegial Engagement Feedback Records
- Neighbourhood Team Meeting Minutes
- Leadership Team Meeting Minutes
- Coaching Plans, Journals and Notes
- Explicit Improvement Agenda Monitoring and Progress
- Accountability Check Ins and Monitoring

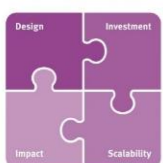


# TERM 4 2021

## IMPACT?

'The' Improvement

Standards of Evidence  
What impact we have



### KEY MEASURES

- Class Reading Action Plans
- Collegial Engagement
- System Data (Headline Indicators, School Data Profile, previous NAPLAN Reports, Early Childhood Data Profile)
- End of Semester A-E Results and Reports
- School Opinion Data
- Strategy Team Pulse Surveys
- OneSchool Reports (Attendance, Behaviour)
- Learner Assessment Evidence

## Our Vision

Every Parkhurst learner is literate, numerate, safe, happy and learning every day.

## Our Purpose

To develop 21<sup>st</sup> century citizens through an engaging and contemporary 21<sup>st</sup> century curriculum aligned to the Australian Curriculum using 21<sup>st</sup> century pedagogies and resources in quality, consistent, dynamic and supportive learning environments.

## Our Values (Our 5Rs)

**R**espect for ourselves, others and our environment  
**R**esponsibility through safety, initiative and leadership  
**R**igour by striving to do our best  
**R**esilience by seeing every day as a new opportunity  
**R**elationships with others and the community



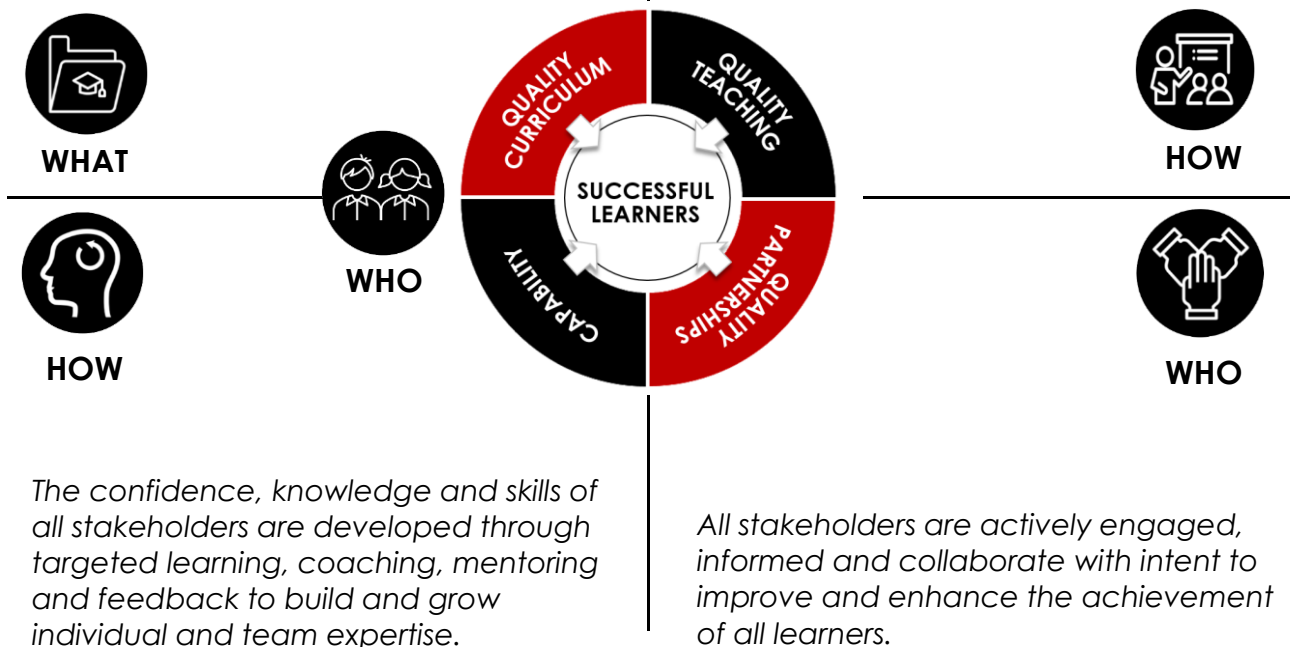
## Our Beliefs

1. Our learners are **individuals** who **learn at their own rate** using their **preferred learning styles** to meet their full potential
2. High **expectations** are essential for high performance
3. Our environments are warm, caring, nurturing and stimulating to develop **independent, 21<sup>st</sup> century learners**
4. Children learn best by **doing** and through **modelling**
5. **Negotiation, choice, risk taking** and **challenges** are an important part of the learning process
6. Learning must be **engaging, futures orientated** and **connected the real world**

## Our 2021 Priority Areas

*Every learning area, general capability and cross curricular priority of the Australian Curriculum is designed, delivered and differentiated consistently with impact for every learner across all year levels.*

*The school's high impact teaching strategies, routines, structures and signature pedagogies are intentionally delivered and contextualised across all learning areas for all year levels by all teachers.*





# 2021 Scope of Strategies

	TERM ONE ▷	TERM TWO ▷	TERM THREE ▷	TERM FOUR ▷
INTRODUCE				
DEVELOP				
CONTINUE				
EMBED				
REVIEW				



### Successful Learners Targets and Measures

1. To improve EVERY Parkhurst State School learner's reading achievement and actual gain
2. 96% of all learners achieving at and above a C standard at their level
3. 50% of all learners at an A and B standard at their level

Term				Action	Strategy	Impact/Success	Responsible	Year		
1	2	3	4					2020	2021	2022
				All teachers assess, track and share the reading achievement and improvement of all learners against school targets and measures	- Reading Data Plans are informed by Diagnostic Assessments (PM, PROBE) and submitted once a Term	- Every learner's reading improves each Term	Classroom Teachers Co-Teachers Early Years Leader Middle Years Leader Deputy Principal	▷	▷	▷
					- All teachers engage in Reading Data Action Plan Meetings with the Deputy Principal and Early/Middle Years' Leader	- Every teacher can identify the key actions that have had impact		▷	▷	▷
					- Reading achievement is moderated through reading comprehension assessments	- 96% of all learners achieving a 'C' standard or higher - The Literacy Continua identifies areas of growth and next steps			▷	▷
				Inquiry processes review key strategies, resourcing, progress towards goals and the refinement of curriculum programs	- The Leadership Team initiates and applies inquiry cycles to identify related problems of practice to refine key improvement strategies	- Problems of practice are identified and responded to via evidence based strategies	Leadership Team Mayors	▷	▷	▷
				Develop the assessment capability of all learners to increase responsibility, understanding and ownership	- All learners develop SMART reading goals for with their teachers	- 100% of all learners have reading goals aligned to the Literacy Continua	Learners Classroom Teachers Specialist Teachers Co-Teachers Principal Deputy Principal Head of Inclusion Early Years Leader Middle Years Leader	▷	▷	▷
					- Classroom Learning Walls articulate what learners need to know, do and understand in the learning area of English	- Every learner can articulate their goal and the next steps required		▷	▷	▷
					- Classroom Learning Walls are learner friendly, using age appropriate terminology, relevant visuals and anchor charts	- Every teacher confidently uses Sharratt's Five Guiding Questions		▷	▷	▷
					- Sharratt's Five Guiding Questions are used by all Staff to determine learner knowledge regarding learning and assessment	- Learning Walks/Talks identify the next steps for Staff regarding the assessment capability of learners		▷	▷	▷
					- Learning Walks/Talks monitor the assessment capability of learners, classes and groups	- All classrooms have a current learning wall that is easily accessible by all learners		▷	▷	▷
				Classroom planning is differentiated, with adjustments for identified learners documented and tracked	- A Differentiation Planner is utilised by all Staff across all learning areas	- The Literacy Continua is actively used as a key resource to map learner reading achievement and identify next steps	Classroom Teachers Specialist Teachers Co-Teachers Early Years Leader Middle Years Leader	▷	▷	▷
					- The Universal Design for Learning (UDL) underpins all differentiation processes, including assessment adjustments	- 100% of all teachers participate in coaching and mentoring to develop strategies to support all learners			▷	▷
					- The school's Co-Teacher Team assist Neighbourhood Teachers to make relevant curriculum adjustments	- 100% of all teachers understand and apply the principles of UDL		▷	▷	▷
					- All teachers maintain Learning Folios for every learner of summative assessment responses				▷	▷
				Instill a positive attitude to reading through the PAWS (Practise Achieves Weekly Success) Reading Incentives Program	- Reading is actively promoted through the PAWS Reading Program	- 100% of all learners engage in the PAWS Reading Incentives Program and meet their individual goals and targets	Early Years Leader Middle Years Leader	▷	▷	▷
					- Individual learner milestones are celebrated and recognised			▷	▷	▷
				Quality reading programs are delivered with precision and consistency, aligned to school expectations for impact	- The school's high impact teaching strategies feature in the delivery of all reading lessons - Reading lessons are strategically planned, differentiated and resourced using existing resources, including Teacher Aide Time	- 100% of all teachers deliver quality reading programs, embedding the school's high impact teaching strategies	Early Years Leader Middle Years Leader Mayors Teacher Aides	▷	▷	▷

Codes ■ Introduce ■ Develop ■ Continue ■ Embed ■ Review



## Quality Teaching Targets and Measures

- 100% of all Staff have Annual Developing Performance Plans (ADPPs) that accurately reflect their needs to deliver quality teaching
- 100% of all Staff receive and provide feedback regarding key aspects of their core business through collegial visits (eg; Learning Walks/Talks)
- The School's High Impact Teaching Strategies (HITS) are enacted in every learning space with rigour
- All Staff understand and apply the school's signature pedagogies, selecting appropriate teaching strategies to deliver curriculum content
- Strong consistency is evident across the school and between classrooms in all Learning Neighbourhoods
- Consistent, daily routines are embedded in all classrooms across the school
- Curriculum differentiation for all learners is evident and documented across all classrooms

Term				Action	Strategy	Impact/Success	Responsible	Year		
1	2	3	4					2020	2021	2022
				Quality GROWTH coaching is accessible to all teachers to deliver the school's High Impact Teaching Strategies (HITS)	- Coaching, mentoring and classroom modelling are responsive to and target the individual needs of Staff	- The Early and Middle Years' Leaders seek feedback regarding the impact of coaching on teacher practice	Early and Middle Years Leaders Teachers	▷	▷	▷
				All staff are supported to develop and enhance their knowledge and understanding of the school's Pedagogical Framework to facilitate quality teaching across all learning areas through coaching and a Gradual Release of Responsibility Model	- Regular, targeted opportunities are identified, planned and facilitated to engage staff in professional learning, including workshops, collegial classroom visits, learning walks/talks, lesson modelling and coaching sessions	- The needs of all staff are met through coaching as documented in Individual Coaching Plans	Class Teachers Specialist Teachers Co Teachers Teacher Aides Early and Middle Years Leaders Principal' Deputy Principal Head of Inclusion	▷	▷	▷
					- The Early Years and Middle Years Leaders broker a range of professional learning opportunities to address the range of identified staff needs, articulated in ADPPs	- All staff have accessed modelling, mentoring and professional learning		▷	▷	▷
					- A fortnightly 'Parky Post' is compiled as a key strategy to develop, strengthen and enhance the pedagogical knowledge of all Staff	- 100% of all teaching staff have participated in Learning Walks/Talks		▷	▷	▷
				All teachers participate in facilitated data conversations and coaching processes around the specific teaching strategies to assure the improvement and success of all learners	- The Deputy Principal and the Early/Middle Years Leader engages all teachers in coaching conversations around the achievement and improvement of all learners and groups, informed by Classroom Data Action Plans, Learning and Data Walls	- All teachers actively engage in data conversations each Term, focussed on current achievement of learners	Deputy Principal Early and Middle Years Leaders Class Teachers Specialist Teachers Co Teachers	▷	▷	▷
						- 100% of all teachers can confidently articulate next steps and self-reflect the impact of their teaching		▷	▷	▷
				Classroom Learning Walls and Data Systems monitor the progress towards achieving classroom and school targets to inform the next steps and differentiation	- A whole of school Learning/Data Wall identifies and monitors reading performance and improvement patterns as part of an ongoing Inquiry Cycle to inform strategic decision making	- All learning spaces capture the current learning/teaching focus and provide <u>all</u> learners with information to identify their next steps to achieve at the next level[s]	Class Teachers Specialist Teachers	▷	▷	▷
		▷		Neighbourhood Teacher Teams and individual teachers identify and explicitly plan for the inclusion of relevant signature pedagogies and High Impact Teaching Strategies (HITS) across all learning areas	- Neighbourhood Teacher Teams meet in Term 1, 2 and 3 to backward map their assessments to collaboratively plan curriculum offerings	- All teachers plan for and demonstrate the school's High Impact Teaching Strategies (HITS) and Co Teaching Strategies across all learning areas	Neighbourhood Teacher Teams Co Teachers Early and Middle Years Leaders	▷	▷	▷
		▷			- Specific teaching strategies and pedagogies are identified to ensure curriculum content is delivered with high impact	- The selection of signature pedagogies reflect curriculum content, the needs of learners and learning areas		▷	▷	▷
					- All teachers embed predictable learning routines, particularly in the teaching of new content and reading.	- All learning spaces have embedded and predictable routines		▷	▷	▷
				All teachers have the opportunity to develop and enhance their teaching expertise through professional learning around key aspects of the school's Pedagogical Framework	- The school's High Impact Teaching Strategies (HITS) are used as a reference point in the provision of specific and descriptive feedback to all teachers during collegial engagement	- All teachers receive descriptive feedback from a colleague or member of the Leadership Team to assist in the identification of next steps and expand teaching repertoire	Teaching Staff Leadership Team	▷	▷	▷

Codes ■ Introduce ■ Develop ■ Continue ■ Embed ■ Review



## Australian Curriculum Targets and Measures

- All learning areas and general capabilities of the Australian Curriculum are enacted in every learning space
- All teachers can confidently discuss and share their curriculum planning and use the correct terminology of the Australian Curriculum
- The reading demands of the Australian Curriculum are at the centre of all curriculum planning and delivery across all learning areas

Term				Action	Strategy	Impact/Success	Responsible	Year		
1	2	3	4					2020	2021	2022
				Further build and grow teacher knowledge and understanding to implement all learning areas and general capabilities of the Australian Curriculum	- The Deputy Principal mentors and/or coaches the Early and Middle Years Leaders and Neighbourhood Mayors to further build knowledge	- All teachers apply their knowledge and understanding and curriculum expertise to plan effectively across all learning areas	Teaching Staff Deputy Principal Mayors EY/MY Leaders	▷	▷	▷
				The school's Curriculum Plan documents the three levels of planning, including the whole curriculum, year/band plans for every learning area and unit plans developed by all teachers	- The Curriculum Strategy Team regularly to review the School's Curriculum Plan through a process of inquiry	- The Curriculum Plan is a living document in OneNote that is regularly reviewed and adjusted - Neighbourhood and Classroom Alignment Planners are current	Deputy Principal Mayors	▷	▷	▷
					- The School's Curriculum Plan is a dynamic and living document in OneNote			▷	▷	▷
				The Literacy Continuum tracks every learners literacy achievement and improvement, informing curriculum decisions, including judgments	- Classroom Teachers use assessments (for/of) to plot all learners on the Literacy Continuum.	- All Teachers understand the purpose of formative and summative assessments and make links between the Literacy Continuum and Classroom Planning	Classroom Teachers Co Teachers Early and Middle Years Leaders	▷	▷	▷
					- The intended curriculum is referenced against Continuum Clusters to assure coverage			▷	▷	▷
				The reading demands across all learning areas are identified, explicitly planned for, enacted, assessed and resourced	- Neighbourhood Mayors collaborate with their Teams to oversee and calibrate Curriculum Plans and associated assessment tasks	- High levels of collaboration exist in and between Neighbourhood Teacher Teams	Mayors Teacher Teams	▷	▷	▷
				Further build and grow the assessment capability of all learners across all learning areas	- Learning Walls feature in every learning space, using child friendly terminology, visuals and marking guides	- Personalised Learning Walls feature in every learning space across the school, confidently accessed by all learners - Sharratt's Five Guiding Questions are used regularly by all Teachers	Teaching Staff Leadership Team	▷	▷	▷
					- Sharratt's Five Guiding Questions are used to confirm learners understanding of curriculum content, their progress and next steps			▷	▷	▷
				All teachers collaboratively plan the intended curriculum as Neighbourhood Teams through pre moderation to assure quality and consistency	- The Early and Middle Years Leaders collaborate with the Deputy Principal to plan and facilitate curriculum planning sessions	- All Teachers actively participate and contribute to Team Planning Sessions - The school's Curriculum Planning Template is used by all Teachers and is referenced and reviewed regularly	Teaching Staff Early and Middle Years Leaders Deputy Principal	▷	▷	▷
					- A Unit Planning Template is used by all Teachers to assure quality and consistency			▷	▷	▷
				Detailed Assessment Schedules manage a range of diagnostic (for) and summative (of) assessments across the school	- The Curriculum Strategy Team regularly reviews the School's Assessment Plan through inquiry to ensure it is enacted with rigour	- Scheduled assessments are completed at communicated junctures by all Teachers	Teaching Staff Mayors Deputy Principal	▷	▷	▷
				All Teachers engage in curriculum moderation activities to assure the accuracy of teacher judgments to inform End of Semester Reporting	- All Teachers meet once a Term to moderate in Teams (and informally as required) to calibrate curriculum and assessment tasks	- Assessments have direct alignment to classroom planning and associated pedagogies - 100% of all Teachers actively participate in all Moderation activities	Teaching Staff Early and Middle Years Leaders Deputy Principal	▷	▷	▷
▷	▷				- All Teachers have an opportunity to lead and participate in Cross School Moderation			▷	▷	▷
				Develop the knowledge of parents and carers around relevant aspects of the Australian Curriculum	- Information is shared through face to face opportunities, including Teacher and Leader led sessions and workshops	- All Teachers communicate classroom curriculum content and associated assessments at least once a Term - All Teachers encourage the attendance of their parents/carers to Curriculum related Information Sessions	Parents and Carers Teaching Staff Mayors Early and Middle Years Leaders Deputy/Principal		▷	▷
					- A Curriculum Map is distributed each Term to all families via Classroom Newsletters to inform about content and expectations				▷	▷
				Curriculum offerings are differentiated through a whole school approach to ensure every learner's needs are met	- All Teachers complete and review their Differentiation Planners within the school's Unit Planning Template	- All Teachers complete and use the School's Differentiation Planner for every Learning Area to inform practice	Teaching Staff Head of Inclusion Co Teachers Early and Middle Years Leaders		▷	▷
				An Assessment Folio is maintained for every learner with assessment responses	- All Teachers regularly update Assessment Folios to inform judgments and reporting	- Every Learner's Folio is current and accessible as required			▷	▷

Codes ■ Introduce ■ Develop ■ Continue ■ Embed ■ Review



## Quality Partnerships and Collaboration Targets and Measures

- A high percentage of parents and carers engage in information, awareness raising and skilling sessions
- Teacher Teams collaborate to engage in conversations around curriculum design, delivery, differentiation, data and assessments
- All teachers actively participate in collegial engagement processes, including learning walks and talks, observations and feedback
- School based teams (including Strategy, Curriculum and Early Career Teams) meet regularly to review and inform the school's strategic direction

Term				Action	Strategy	Impact/Success	Responsible	Year		
1	2	3	4					2020	2021	2022
				Collegial engagement processes regularly monitor school programs, classroom pedagogies and identified improvement priorities across the school	- Team and Paired Learning Walks/Talks are scheduled each Term as inquiries, providing specific feedback to teachers aligned to an aspect of the School Improvement Hierarchy	- 100% of all Staff participate in Learning Walks and Talks, providing and receiving descriptive feedback	Principal Deputy Principal Teacher Teams Teacher Aides Guidance Officer Head of Inclusion Early and Middle Years Leaders	▷	▷	▷
					- The School's Leadership Team facilitate Leader Walks/Talks each Term providing feedback from classroom observations and learner work to monitor progress towards attaining school targets	- 100% of all Staff consider and action feedback provided to improve their practice		▷	▷	▷
				Coaching and mentoring opportunities are available to all Staff to meet individual SMART goals within Annual Developing Performance Plans (ADPPs) and areas that arise	- Professional learning, training, resourcing, coaching and mentoring is available to all Staff to meet individual goals and needs articulated in Annual Developing Performance Plans (ADPPs)	- 100% of all Teaching Staff access mentoring and coaching opportunities to meet individual goals and needs	Teacher Teams Teacher Aides Leadership Team	▷	▷	▷
				Information is dispersed to the community using as range of modes and media to raise awareness, inform, build knowledge and celebrate successes, achievements and contributions	- Face to Face information sessions are facilitated by all Teachers at the beginning of the year and as required throughout the year	- 100% of all Classroom Teachers facilitate an Information Session for parents and carers of their learners	Principal Deputy Principal Head of Inclusion Early and Middle Years Leaders Teacher Team Co Teachers Guidance Officer	▷	▷	▷
					- Parents and Carers are surveyed to determine sessions to reflect needs and interests	- Parents and Carers respond positively to distributed surveys			▷	▷
					- All parents and carers are invited to participate in two face to face Reporting Sessions per year	- 80% of all Parents and Carers participate in a Face to Face Reporting Session with Class Teachers		▷	▷	▷
				Regular opportunities to collaborate collegially within and beyond the school are provided to all Teachers to share, quality assure curriculum programs and moderate learner work	- Opportunities to collaborate with staff from other schools are explored and facilitated, particularly across the areas of curriculum and moderation	- All Staff participate in at least one professional development activity promoted or provided each Term to enhance their knowledge and practice	Principal Deputy Principal Early and Middle Years Leaders All Staff	▷	▷	▷
				Mayors lead their Neighbourhood Teacher Teams to contextualise and calibrate the horizontal and vertical alignment of the school's Curriculum Assessment and Reporting Framework (CARF) and related documents	- All Neighbourhood Teacher Teams meet to promote curriculum, pedagogy and assessment consistency, resource sharing and troubleshooting challenges as they arise	- Neighbourhood Teacher Team meetings are productive, valued and promote curriculum consistency across classrooms	Mayors Early and Middle Years Leaders Teacher Teams Co Teachers Leadership Team	▷	▷	▷
					- Neighbourhood Teams collaborate as Sectors to explore common elements	- Early and Middle Years Sector Teams collaborate productively to learn with and from each other		▷	▷	▷
				All Staff have an opportunity to collaborate with others in a range of teams to inform and review the school's strategic direction	- All Staff have the opportunity to collaborate with others and co lead a nominated School Strategy Team based on their interests and/or expertise	- 100% of all Teachers participate in school based Moderation activities each Term and once a year with colleagues from other schools	All Staff Leadership Team Early and Middle Years Leaders	▷	▷	▷
				Opportunities are promoted to encourage Staff to collaborate with colleagues from other schools to meet individual goals and school priorities through professional learning and sharing forums	- Collaboration opportunities within and beyond the school context (eg; Teach Meets, Networks, etc) are actively promoted to all Staff, with participation encouraged as leaders, facilitators, presenters or participants	- All Teachers are responsive to opportunities that are promoted and participate in at least one activity or event each Semester outside the school	All Staff Leadership Team Early and Middle Years Leaders	▷	▷	▷
				The participation of all parents and carers is promoted to maximise engagement in and contributions to the learning process	- The School's Parent and Community Engagement Framework (PACE) is a living document that is reviewed annually	- All Staff actively promote the participation of parents and carers through effective communications	Parents and Carers Teacher Team Leadership Team		▷	▷

Codes ■ Introduce ■ Develop ■ Continue ■ Embed ■ Review





## Capability Development Targets and Measures

- All teachers have enhanced assessment and data literacy capability and strengthened practices around inclusion and learner wellbeing
- All teachers use learner assessments and data to inform curriculum planning and delivery through high impact teaching strategies
- All Neighbourhood Teams are high performing, sharing curriculum expertise, assuming individual and collective responsibility for curriculum design
- All Staff have an Annual Developing Performance Plan (ADPP) that defines their individual goal[s] for the year
- All Staff access coaching, mentoring, collegial engagement and professional learning to meet their goals and needs

Term				Action	Strategy	Impact/Success	Responsible	Year		
1	2	3	4					2020	2021	2022
				All Staff articulate goals as part of their Annual Developing Performance Plan (ADPP) to build their knowledge, skills and capability in identified areas, including school and system priority areas	- The 2021 school improvement priorities and departmental initiatives are communicated and unpacked with all Staff to identify SMART goals as part of their ADPP	- 100% of all Staff develop SMART goals and actively pursue opportunities to improve identified aspects of their practice	Principal Deputy Principal Teacher Team Early and Middle Years Leaders Head of Inclusion Guidance Officer Teacher Aides Gleam Team Administration Staff	▷	▷	▷
					- Similar Staff goals are grouped and overseen by a member of the school's Leadership Team to provide precision in meeting the individual and collective needs of Staff through coaching, mentoring and professional learning opportunities	- The Leadership Team actively broker expertise and facilitate ongoing professional learning opportunities, conversations, mentoring and coaching to meet the learning needs of Staff		▷	▷	▷
					- All Staff develop an online ADPP and meet with the Principal or Deputy Principal to reach consensus and review at key junctures	- All Staff meet with the Principal or Deputy Principal to develop and review their ADPP SMART goals		▷	▷	▷
				The School Leadership Team provide all Staff with regular feedback through Team and Leader Learning Walks and Talks, regarding a problem of practice within the School Improvement Hierarchy	- Inquiry underpins all observations, learning walks, talks and moderated conversations	- All Staff understand the nature of inquiry and its purpose for improvement	Leadership Team Teaching Staff	▷	▷	▷
					- Feedback, aligned to the school's Feedback Framework is provided to all teachers around the Explicit Improvement Agenda	- All Staff understand the school's Feedback Framework and apply it to meaningfully in their role[s]		▷	▷	▷
				Early career, new and returning Staff (teaching and non-teaching) receive differentiated induction, transition, orientation and targeted support to meet their individual circumstances, needs and goals	- The School's Induction Planner is reviewed annually to reflect system changes	- The Induction Planner reflects current procedures and is actively used	Principal Deputy Principal Early and Middle Years Leaders Mayors MBT Mentors	▷	▷	▷
					- Fortnightly Early Career Meetings are facilitated to build teacher capability across all aspects of their core business and to address identified developmental needs	- 100% of identified Teachers attend scheduled meetings and initiate the development of agenda items to meet their individual/collective needs		▷	▷	▷
				All Beginning Teachers are assigned a Mentor as part of the Department of Education's Mentoring Beginning Teachers' Program	- All Beginning Teachers collaboratively develop a Mentoring Plan with their assigned Mentor to develop a specific goal	- All Beginning Teachers have an active Mentoring Plan, enacted in partnership with their assigned Mentor	Beginning Teachers Principal Deputy Principal MBT Mentors Early and Middle Years Leaders	▷	▷	▷
					- Teaching Staff are encouraged to undertake Mentor Beginning Teachers' Training to build collective Staff expertise	- 100% of all targeted Teachers undertake the Mentoring Beginning Teachers' Mentor Training		▷	▷	▷
				The Department of Education's Leadership Framework is a key resource and reference point to support aspiring leaders, (including Highly Accomplished and Lead Teacher)	- The Leadership Framework is shared with interested stakeholders as a strategy to support career progression	- All relevant stakeholders have an enhanced knowledge and understanding of the Framework	Principal Aspiring Leaders		▷	▷
					- Identified areas for leadership are facilitated locally through coaching and mentoring	- Aspiring Leaders engage in coaching and mentoring opportunities			▷	▷
				Further build teacher knowledge and understanding regarding the key components of the Australian Professional Standards for Teachers, particularly around role obligations and expectations	- Further raise awareness around the Australian Professional Standards for Teachers, linking standards and descriptors to role descriptions - Weekly Workshops are facilitated based on areas of need and interest raised by staff	- 100% of all Teachers have a good knowledge, understanding and application of the Australian Professional Standards in their current role and work context	Principal Deputy Principal Early and Middle Years Leaders	▷	▷	▷
				Staff achievements, successes, contributions and career milestones are celebrated and acknowledged through dedicated special days and events	- A Team oversees Staff recognition and celebrates the contributions, career milestones, achievements and successes of individuals and groups.	- 100% of all Staff appreciate the acknowledgement and celebration of contributions, efforts, career milestones, and achievements	Recognition Team All Staff		▷	▷

Codes ■ Introduce ■ Develop ■ Continue ■ Embed ■ Review



## School Growth Targets and Measures

- Enrolment growth is strategically managed through an Enrolment Management Plan (EMP) and related Facilities and Infrastructure Growth Plan
- The school maintains its distinct culture, vision, beliefs and structures despite ongoing growth
- Opportunities have been delivered to create and foster future school leaders and promote leadership density across the school
- The needs of all learners are planned for and met by maintaining a safe, supportive and inclusive learning environment

Term				Action	Strategy	Impact/Success	Responsible	Year		
1	2	3	4					2020	2021	2022
				Continue to advocate for additional resources to accommodate school growth (ie; Human Resources and Facilities and Infrastructure)	- The future needs of the school are considered and communicated to relevant personnel within the Department of Education for future planning	- Relevant Department of Education personnel are aware of the school's current and future needs based on enrolment growth and trends	Principal DoE Personnel Local, State and Federal Government Representatives	▷	▷	▷
					- Relevant Local, State and Federal Government representatives are informed regarding the school's future needs	- Relevant government representatives continue to advocate for the school's current and future needs		▷	▷	▷
				Engage all community stakeholders in local decision making, particularly regarding solutions to address existing and emerging priorities	- All relevant stakeholders are encouraged to actively participate in decision making forums (including surveys) that influence and impact the school's strategic direction	- The Parkhurst State School Parents and Citizens' Association provide regular input and feedback regarding school priorities, strategies and direction	Parkhurst P&C Association Principal Community Stakeholders	▷	▷	▷
					- The Safe School's Travel (SAFEST) Committee meets annually (and as required) to discuss solutions to safety issues as they arise	- A high percentage of parents, carers and staff respond to opportunities to provide feedback in a timely manner			▷	▷
				Collaborate with Department of Education representatives, Project Managers, Architects to deliver contemporary, metropolitan learning spaces and infrastructure	- The Principal (and relevant members of the School Leadership Team) actively collaborate with others to contribute to the ongoing planning, design and delivery of a new two storey Learning Facility, Administration Building and Tuckshop	- The three stages of the School's Growth Plan are delivered within timeframes and meet the current and future needs of the school community - The School's input is acknowledged and celebrated	Principal Business Manager Project Managers Architects Contractors DoE Personnel	▷	▷	▷
					Maintain strong strategic partnerships with a range of community groups, organisations and stakeholders	- Opportunities are identified to strategically engage individuals, organisations and community groups in the life of the school through significant events, activities and celebrations	- A high percentage of parents, carers and community stakeholders play an active role in the life of the school and contribute to the school's continued positive reputation in the community	Parents and Carers All Staff Community Groups External Agencies Other Schools CQ University Businesses Organisations	▷	▷
				- The School's Parent and Community Engagement Framework identifies the range of partnerships the school actively engages with and its strategic purpose		- The School's PACE outlines the range of partnerships, initiatives, events and opportunities to collaborate with community groups and individuals			▷	▷

Codes ■ Introduce ■ Develop ■ Continue ■ Embed ■ Review

### Endorsement

This Plan has been developed in consultation with the School Community and meets the needs of the school and all current systemic requirements.

  
Lyle Walker  
Principal

Marika Taylor  
P&C President

Peter Tanzer  
Assistant Regional Director