



2021 Bundamba State School Annual Implementation Plan

TARGET 2021

SCHOOL IMPROVEMENT TARGETS 2020 – 2024

SCHOOL IMPROVEMENT PRIORITIES 2020 - 2024

STUDENT WELLBEING & ENGAGEMENT

Student attendance 95% (2020: 85.41%)

Short SDAs (2020: 361 – 106 students) 2021 115

Long SDAs (2020: 21)

Tiered behaviour support: (2020: 55% Tier 1, 20% Tier 2, 23% Tier 3) 80%, 15%, 5%

ATSI Target – attendance and achievement? HOSES to develop suggested strategies.

100% of students that attended kindergarten program/early years program provide transition statement upon entry to Prep.

READING TARGETS

Year Level	% Meeting NMS 2020	2021 Semester 1 Target
	% NMS	2021 Semester 2 Target
	% NMS	% NMS

Prep 2021	70%	100%
-----------	-----	------

Prep	37%	70%	100%
------	-----	-----	------

Year 1	10%	50%	100%
--------	-----	-----	------

Year 2	27%	60%	100%
--------	-----	-----	------

Year 3	4%	40%	100%
--------	----	-----	------

Year 4	41%	80%	100%
--------	-----	-----	------

Year 5	38%	80%	100%
--------	-----	-----	------

Year	632%	NA
------	------	----

Total	27%	65%	100%
-------	-----	-----	------

LOA

All students achieving C or above in all Learning Areas. Reduction in students receiving Ns to 0.

All students on ICPs achieving a C or above in relevant Learning Area.

SDAs

Year Level	Number of SDAs	Number of students	Number of current students	2021 Goal
Prep	16	6	5	8
1	93	17	13	8
2	67	16	15	31
3	71	21	14	22
4	26	13	13	23
5	42	14	14	9
6	46	19	NA	14
TOTAL	361	106		115

SOS Data

Data set	Agreement	2021 Goal
2019 SOS – Student	This is a good school Like schools 90.7%	81.6% 95%
2019 SOS – Student	My school gives me opportunities to do interesting things Like schools 92.9%	
	87.7% 100%	
2019 SOS – Student	Behaviour is well managed at my school	
	Like schools 80%	67% 80%

SEE DATA SETS AND TARGETS DOCUMENT

Success Indicators

- 1 All students access, participate in and achieve success in their education
- 2 Curriculum is designed to respond to different strengths and barriers to learning that exist for all students
- 3 Positive Behaviour for Learning Framework is embedded across the school
- 4 Focus on pedagogy to ensure solid foundation skills are established followed by a curriculum and pedagogy designed to equip students with 21st Century skills
- 5 Whole School curriculum action plans are developed and enacted
- 6 Whole School data analysis plan developed is developed and enacted
- 7 Robust community engagement plan is developed and enacted
- 8 Robust and dynamic induction programme for new staff with ongoing professional development for all staff provided within an established collegiate engagement framework

2021 Metro Region Priorities / Focus

Alignment - Advancing Queensland's Future, through the DoE Strategic Plan, through the State Schools Improvement Strategy, the Metropolitan Region Strategic Plan and regional Leading Learning into 2021 planning

Precision - the focus of improvement on **A-E plus N**. Know the curriculum; Know the student; Know the next steps in your teaching to ensure every student is improving in their learning.

Intentional collaboration - collaborative opportunities for schools and early childhood services with a review of the Metro Regional Governance Structure and increased Principal voice in regional direction and decision making.

Personal and system accountability- ensure that the decisions stand the test of public scrutiny. Metro Region will continue to support all leaders and provide ongoing information sessions and updates.

2021 – Unrelenting focus on Pedagogy and Reading

Expert Teaching Team

- Curriculum committee to enact a whole school reading plan including roles and responsibilities with targets developed, communicated and enacted
- Incorporate IMPACT Model of Lesson design
- Tiers 1-3 PBL strategies embedded via school PLCs
- Professional development mapped across Year levels with designated time devoted each week to planning, coaching and moderation

Differentiated teaching & learning

- Robust data tracking mechanism
- IMPACT Booster programmes to support students in U2B
- Minilit and Multilit to support student reading
- Students support committee framework embedded and enacted

School community partnerships

- Continue to develop robust early years transition programme
- Establishment of community hub within school.
- Partnership with The Fathering Project.
- Partnership with Teacher Excellence Centre / Sentis Education

Improvement priority – Expert Teaching Team

Strategy: Implement Tiers 1-3 PBL strategies embedded via school PLCs

Actions	Targets	Timelines	Responsible Officer
All staff to attend Thinking Functionally during PFD.	Increased awareness around how to think functionally when supporting student behaviour	2021 PFD	HODs MBSS PD
- Launch new Tier 1 processes including expectations to school community. - Launch of BSS PBL Fast Facts	- Clear communication to staff, students and community around expectations and processes that guide expected behaviour within school - Central document that outlines all PBL processes	Prep 2020 Launch Term 1, Week 1	HODs PBL Team
Establish new bank of explicit lessons based on new school expectations	Clarity around expected school behaviour for students, staff and parents/carers	Term 1	HODs PBL Team
A Student Wellbeing Framework is developed aligning Berry Street, social emotional learning and trauma informed practices.	Increased awareness for staff when working with students from Trauma background	Semester 1 2021 Semester 2 2021	DP – PBL
BSS Mascot finalised and launched.	Mascot to reflect culture of school and model Bundamba Role Model	Term 1	HODs
Mascot visible at key school events and at least weekly during morning drop-off ??	- Cross Country - Under 8s Day - Sports Days - Celebration Days 2 x termly assemblies - Prep transition days - Celebration days	Term 2 – Term 4	PBL Team
Signage/branding with school expectations with images of mascot throughout school ?? \$8000	- Signage at entrances and key play/transition areas – branding evident form all entrances and congregation areas - Posters in classrooms - Resources provided to teachers	Term 1	HODs
Weekly communication of PBL Focus to school community through newsletter and Facebook	Increased community support	Ongoing	DP – PBL / HOD
- Introduce positive rewards system to recognise appropriate and expected behaviour - Individual / class rewards + termly Principal's Morning Tea + end of year Role Model? ??	Students recognised for appropriate behaviour	Launch in Term 1 Ongoing	DP – PBL / HOD
Review Tier 2 and Tier 3 supports in place for students through Student Services referral process.	- FBA's completed to inform IBSPs - IBSPs and Risk Management Plans created for students requiring Tier 2 or Tier 3 support - Play Plans created - All staff use the SSC referral process to access further support for students - Behaviour results reflect students in appropriate tiers	Launch in Term 1 and ongoing	DP 1-2 & DP 3-6

• Increase staff understanding of ESCMs and Tier 1 processes in the classroom	▪ Staff meeting PDs ▪ Weekly PBL Newsletter ▪ All staff use ESCMs to support student learning ▪ Classroom Profiling is valued and all teachers engage meaningfully in observation and feedback processes	Semester 1	HODs
• Enhance playground / lunch time options – scooter/skateboards?	▪ Increased engagement during lunch activities	Term 2	PBL Team

Strategy: Curriculum committee to enact a whole school reading plan including roles and responsibilities with targets developed, communicated and enacted			
Actions	Targets	Timelines	Responsible Officer
• All staff enact and embed the reading framework • Introduction of MiniLit and MultiLit to support student reading • Ensure pedagogical delivery of InitialLit embraces IMPACT model of lesson design	▪ Staff have high expectations of all student learning and achievement in reading ▪ All members of the school community can identify reading as an improvement priority. ▪ By conclusion of 2021, 100% of students are achieving NMS in reading ▪ All students participate in four guided reading sessions with an adult per week ▪ Independent tasks are rigorous and aligned to the Australian Curriculum	Ongoing	Teachers and Leadership Team
• Staff implementation of the guided reading plan is supported through observation and feedback cycles	▪ As determined by Collegial Engagement Framework	Ongoing	HODs/DPs
• Student learning is supported through case management cycles and a robust data tracking mechanism	▪ All teachers participate in a termly 30-minute class data discussion with their line manager ▪ PLCs review cohort data and collaborate on strategies to support student learning	Ongoing	Teachers/Line Managers
• Teachers set and monitor student reading goals in response to data	▪ All students are able to articulate their reading goal and next steps for learning ▪ Reading goals are communicated and support strategies provided to parents	Ongoing	Teachers
• Teacher aide professional development for guided reading	▪ Designated aides to receive targeted professional development (InitialLit, MiniLit, MultiLit, Four Reads Model) ▪ Teacher Aides are timetabled to allow each class one hour of guided reading support four days a week	Term 1 Ongoing	HODs/Teacher Aides
• Parents are assisted to support their child's learning in reading by provision of guided reading strategies to utilise at home.	▪ Enhanced partnership between home and school to focus on reading improvement	Ongoing	Teachers & Parents

Strategy: Clearly defined focus on engaging pedagogy via the IMPACT model

Actions	Targets	Timelines	Responsible Officer
Whole staff professional development on pedagogical improvement	100% of teaching staff implement IMPACT pedagogy and demonstrate a deep understanding of how the teaching and learning cycle can impact on learning - All students can articulate their set goals and strategies to reach them. - There is a strong culture of collaborative learning amongst staff	Semester One Ongoing	Leadership Team & Teachers
Differentiated pedagogy in Prep to reflect the early years environment	First five weeks reflect agreed pedagogical strategies	Term One	Teachers & P-2 Leadership Team
First five minutes of meetings dedicated to modelling Inspire phase of IMPACT lesson model by showcasing examples of best practice.	All meetings showcase best practice	Ongoing	All staff
A bank of strategies is collated and shared amongst staff using Blackboard	- Upskill all staff in Blackboard - All staff contribute to and access this resource repository	Ongoing	All staff
All teachers actively participate in observation and feedback cycles as outlined in the Collegial Engagement Framework	- Teachers engage in termly opportunity to observe other teachers - All teachers make measurable progress towards the goals defined in their APDP	Each term	Teachers and Line Managers
Where appropriate, pilot initiatives focus on high order thinking skills	- Teachers consider and integrate general capabilities when determining their planning and pedagogical approach - Teachers collaborate with HODs and line managers when designing a connected curriculum and assessment approach for learning areas	Ongoing	All staff

Strategy: Professional development mapped across Year levels with designated time devoted each week to planning, coaching and moderation

Actions	Targets	Timelines	Responsible Officer
A termly year level planning calendar developed in response to identified target areas	Clarity of purpose of year level planning and accountabilities communicated	Ongoing	Leadership Team
All teachers participate in the Collegial Engagement agreement and engage in regular coaching and feedback sessions from their HOD	All teachers make measurable progress towards their agreed goals and targets	Ongoing	All staff
Year levels are released on a fortnightly basis, in addition to NCT, to engage in planning, coaching and moderation sessions at the direction of the HOD	- Sessions are designed in response to student data - All teachers can articulate next steps in student learning	Ongoing	Teachers/HODs
Term meetings with line managers – DPF	Regular analysis of class data and differentiation strategies tracked	Termly	Teachers and line managers

Strategy: Robust data tracking mechanism			
Actions	Targets	Timelines	Responsible Officer
Develop and embed an assessment and data plan mapped across each year level	Regular cohort reviews by year levels overseen by HODs	Ongoing	HODs/Teachers
Student Support Committee process established and embedded	All students requiring additional support progress is regularly monitored and tracked for efficacy	Ongoing	HOSES/GO/DPs
Reading Data tracked and monitored	Reading data indicating measurable improvement	Ongoing	Teachers&HODs
Strategy: Enhanced curriculum opportunities to provide differentiated teaching and learning opportunities			
Actions	Targets	Timelines	Responsible Officer
Continue to offer IMPACT Booster programmes targeting students in U2B	25% decrease in behaviour referrals	Ongoing	Teachers/HODs
Introduce pilot connected curriculum and entrepreneurial projects across school	25% improvement in SOS data	Ongoing	Teachers/HODs

Improvement priority – Community Partnerships			
Strategy: Robust early years transition programme			
Actions	Targets	Timelines	Responsible Officer
Strengthen BECCA Community ties	25% increase in Prep enrolments 2022	Ongoing	Principal/DP and HOD P-2
Strengthen Early years provider partnerships	Increase in community based activities	Ongoing	Principal/DP and HOD P-2
Augment the Prep transition programmes	100% students provide transition statements	Ongoing	Principal/DP and HOD P-2
Strategy: Augmentation of community partnerships			
Actions	Targets	Timelines	Responsible Officer
Partner with the Fathering project to encourage more male role model interaction	Termly activities to promote engagement by all parents		HOSES and GO
Foster and grow enrolment in ECDP	50% increase in ECDP enrolments		DP P-2 and HOSES
Re-establishment of play group on site			HOSES
Partnership with Teacher Education Centre for Excellence	50% increase in preservice teachers - Workforce planning finalised end T 3	Ongoing	Principal and DP 3-4

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

