



Palm Beach State School

Annual Implementation Plan 2016



PBSS School Improvement Agenda 2016

The Palm Beach State School 2016 school improvement agenda and priority areas are:

- Increase the percentage of students to reach a target of 45% in the upper two bands in reading
- Increase the percentage of students to reach a target of 40% in the upper two bands in number
- Achieve a whole school attendance rate of 95%

2016 PBSS INITIATIVE TO SUPPORT IMPROVEMENT AGENDA

Establishment of 4 Teaching and Learning Coordinators (TLCs) across P-1, Yrs 2-3 and Yrs 4-5 and Year 6 funded through FTE and IAS
(HOC to incorporate Year 6 TLC role into existing HOC role)

Each TLC role is focused on:

- ensuring whole school programs and initiatives are implemented in the intended manner (line of sight)
- coordinating all teaching and learning across 2 year levels (1 in Year 6), including planned curriculum, assessment, data analysis, term targets etc
- providing U2B extension and individual intervention to identified students
- coordinating and participating in across year level journey groups for guided reading and number (three x 40mins lessons per year level per week for both guided reading and number = 4 hours per week)
- coaching, modelling and differentiated support for individual teachers in explicit teaching
- providing release time at the end of each term to other year level teachers for planning
- providing behaviour management and wellbeing support to students in focus year levels

Improvement priority 1: READING

Strategy 1: READING JOURNEY GROUPS			
Actions	Targets	Timelines	Responsible Officer/s
<ol style="list-style-type: none"> 1. 2016 school timetable altered to reflect 40min sessions, including all specialists etc. 2. Each class in each year level timetabled to have three identical x 40mins lessons timetabled per week for guided reading 3. Each year level guided reading program will be supported by TLC, class teachers, STLAN (Years 1-3), 2-3 teacher aides and the possibility of SEP teacher / teacher aide therefore involving 8 -10 staff for small focussed targeted groups 4. Teacher aide support restructured across the school to support the priority area of reading journey groups 5. Each year level will use standardised reading data to ability group students across the year level into the desired number of focus groups – differentiated model of support 6. Focus / ability groups are fluid, and will be reassessed through analysis of year level data and restructured each term 	100% of students to be in a cohort differentiated support program 3 x 40mins per week for guided reading	Commence week 3, 2016	Principal HOC TLCs Class teachers Teacher aides
Strategy 2: FOCUSED COMPREHENSION STRATEGY PROGRAM THROUGH PLTs			
Actions	Targets	Timelines	Responsible Officer/s
<ol style="list-style-type: none"> 1. Term 4, 2015 HOC and year level staff identified major comprehension strategies that are to be taught explicitly in each year level for 2016 in a term by term focus, approx. 5-7 week cycle 2. Each term focus to be pretested and post tested to record distance travelled 3. Targets set from pre-test data 4. PLT focus questions to follow the format of: END OF ROUND - DATA DISCUSSION Share with your team – <ul style="list-style-type: none"> • One student's progress that you are particularly pleased with and why. • What was the most powerful strategy you used in the last cycle and how you know it was successful? • On reflection what would you do differently during the teaching cycle? • A problem of practice or a student's lack of progress for discussion. NEXT ROUND – DATA DISCUSSION <ol style="list-style-type: none"> a) What is my pre-test data telling me (e.g. student thought processes; gaps in their understanding)? b) What will I do for students who already know it? c) What previous successes have I had in teaching this concept and how have I achieved it? d) What are the implications for my teaching (opportunities for improvement)? e) What is my plan of action? 	To be determined through term pretest data	<p>Comprehension strategy cycle to commence week 3, term 1 and repeated each term for 2016</p> <p>PLT to be Week 8 or 9 in each term staff meeting roster</p>	HOC TLCs Class teachers

Strategy 3: TRANSITION YEARS PBSS READING PROGRAMS: EARLY YEARS and YEAR 6

Actions	Targets	Timelines	Responsible Officer/s												
<p>EARLY YEARS (Prep – Year 1)</p> <ol style="list-style-type: none"> PBSS Phonological awareness program (based on SSP) including differentiated model of support PBSS metalanguage program – Term 1 PBSS Phonics program – including differentiated model of support Sight word program (differentiated model of support) Prep journey groups for guided reading to commence Term 2, 2016 - differentiated model of support Big book / Foundation – 5 day program repeated each week <ul style="list-style-type: none"> – modelled / shared reading – think alouds – comprehension strategies – concepts of print – vocabulary development 	<table border="1"> <tr> <td data-bbox="1214 304 1332 400">Sight Word List Checklist (Magic 100 Words Sight Word List)</td> <td data-bbox="1332 304 1422 400">Semester 1 A = ≥ 51 MC = 41-50 WW = 30-40 E = 20-29 BA = ≤ 19</td> <td data-bbox="1422 304 1523 400">Semester 2 A = ≥ 101 MC = 86-100 WW = 75-85 E = 60-74 BA = ≤ 59</td> <td data-bbox="1523 304 1601 400">80% at WW and above or IEP/LP/PP</td> </tr> <tr> <td data-bbox="1214 400 1332 528">Letter Sound Knowledge</td> <td data-bbox="1332 400 1422 528">Semester 1 A = 50-58 MC = 27-49 WW = 20-26 E = 14-19 BA = ≤ 13</td> <td data-bbox="1422 400 1523 528">Semester 2 All sounds should be known</td> <td data-bbox="1523 400 1601 528">80% at WW and above or IEP/LP/PP</td> </tr> <tr> <td data-bbox="1214 528 1332 655">Running Records - PM All with sound comprehension, reading fluency and accuracy of at least 95%</td> <td data-bbox="1332 528 1422 655">Semester 1 A = ≥ 9 MC = 6-8 WW = 3-5 E = 2 BA = Pre-reading and Level 1</td> <td data-bbox="1422 528 1523 655">Semester 2 A = ≥ 13 MC = 10-12 WW = 7-9 E = 4-6 BA = ≤ 3</td> <td data-bbox="1523 528 1601 655">80% at WW and above or IEP/LP/PP</td> </tr> </table>	Sight Word List Checklist (Magic 100 Words Sight Word List)	Semester 1 A = ≥ 51 MC = 41-50 WW = 30-40 E = 20-29 BA = ≤ 19	Semester 2 A = ≥ 101 MC = 86-100 WW = 75-85 E = 60-74 BA = ≤ 59	80% at WW and above or IEP/LP/PP	Letter Sound Knowledge	Semester 1 A = 50-58 MC = 27-49 WW = 20-26 E = 14-19 BA = ≤ 13	Semester 2 All sounds should be known	80% at WW and above or IEP/LP/PP	Running Records - PM All with sound comprehension, reading fluency and accuracy of at least 95%	Semester 1 A = ≥ 9 MC = 6-8 WW = 3-5 E = 2 BA = Pre-reading and Level 1	Semester 2 A = ≥ 13 MC = 10-12 WW = 7-9 E = 4-6 BA = ≤ 3	80% at WW and above or IEP/LP/PP	<p>Commence Week 2, 2016</p>	<p>HOC TLCs Prep/Year 1 teachers Teacher aides</p>
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<p>YEAR 6</p> <p>Additional to focussed comprehension strategy reading program and PLT</p> <ol style="list-style-type: none"> Guided reading ability journey groups to be 1-2 lessons to be timetabled per week across all Year 6 classes – literature focus and/or wide variety of text types dependent on ability group - differentiated model of support Each class to focus at least 2 explicit teaching reading lessons per week on HIGH YIELD STRATEGIES (phased into other year levels in a differentiated support model) Year overview / term by term focus to be explicitly taught include High Yield Strategies of: <ul style="list-style-type: none"> • Text complexity • Text dependent questioning • Modelling big picture think alouds • Annotating text • Reading stamina • Tactical Teaching of Reading 	<p>PAT-R data Term 1 – Term 4 = distance travelled by individual students</p> <p>By end of 2016 % of students on: Stanine 1 = < 10% Stanine 2-3 = 11-17% Stanine 4-5 = 18-25% Stanine 6-7 = 26-31% Stanine 8+ = >32%</p>	<p>Commence Week 3, 2016</p>	<p>HOC TLCs Year 6 teachers</p> <p>Other year level teachers where applicable</p>												

Improvement priority 2: NUMERACY**Strategy 1: NUMERACY JOURNEY GROUPS**

Actions	Targets	Timelines	Responsible Officer/s
<ol style="list-style-type: none"> 2016 school timetable altered to reflect 40min sessions, including all specialists etc. Each class in each year level timetabled to have three identical x 40mins lessons timetabled per week for number Each year level number program will be supported by TLC, class teachers, STLAN, 2-3 teacher aides and the possibility of SEP teacher / teacher aide therefore involving 8 -10 staff for small focussed targeted groups Teacher aides restructured to number journey groups as a priority area Each year level will use standardised number data through a school year level standardised number pre-test to ability group students across the year level into the desired number of focus groups - differentiated model of support Post test data will be analysed in year level teams at the end of each term Focus / ability groups are fluid, and will be reassessed and restructured each term using the pre test written for each term 	To be determined through term number /algebra pretests	Commence week 3, 2016	Principal HOC TLCs Class teachers Teacher aides

Strategy 2: PROBLEM SOLVING – PBSS GUARANTEED and VIABLE CURRRICULUM

Actions	Targets	Timelines	Responsible Officer/s
<ol style="list-style-type: none"> Polya's problem solving strategy to be used as the PBSS framework Problem solving strategies PBSS scope and sequence across year levels Term PBSS problem solving tests aligned to explicitly taught problem solving strategies as outlined in PBSS maths program End of term PBSS problem solving tests used as summative assessment 	<p>80% + to be at a C level or higher on term problem solving tests</p> <p>>40% = U2Bs</p>	Commence week 3, 2016	HOC TLCs Class teachers

Strategy 3: NUMERACY – PBSS GUARANTEED and VIABLE CURRRICULUM

Actions	Targets	Timelines	Responsible Officer/s
<p>MENTAL MATHS</p> <ol style="list-style-type: none"> 2016 implementation of a whole school program using <i>Targeting Maths</i> Mental Maths Program differentiated model of support - through expectations in activities Program to be completed daily for 20 minutes. This includes completion of individual differentiated expectations on the number to be completed and the explicit teaching of the identified 2 concepts Teachers identify 2 teaching concepts daily to explicitly teach using data from students completion/correction of daily activities 	<p>85% of cohort C standard or higher</p> <p>35% = A standard</p>	Commence Week 1, 2016 -continued weekly throughout the year	Class teachers

NUMERACY - EXPLICIT TEACHING

1. PBSS scope and sequence that highlights the guaranteed/essential content descriptions for each year level.
2. Essential content descriptors for each year level, sequenced into terms.
3. Approx 8 supporting content descriptors per term.
4. Assessment tasks identified per term in PBSS maths program and saved on G drive for teacher access
5. Minimum timetable allocation 2 x 60 mins per week (additional to journey groups 3 x 40mins, 5 x 20mins mental maths, 3 x 20mins sustained practice of tables + algorithms + problem solving)

85% of cohort C standard
or higher

35% = A standard


Commence
Week 1, 2016

Principal
HOC
TLCs
Class teachers

Improvement priority 3: **WELLBEING, including ATTENDANCE**

Strategy 1: PBSS STUDENT WELLBEING PROGRAM																															
Actions	Targets	Timelines	Responsible Officer/s																												
<ol style="list-style-type: none"> PBSS whole school weekly focus include topics under the headings of self-esteem, pastoral care, learning skills and relationships - differentiated model of complexity for various year levels Minimum of 40mins each Monday for explicit teaching of the weekly topic Whole school access to online resources to support the program DP and Principal to support the 'topic' of the week on assembly 	<p>-100% of teachers to follow PBSS school wellbeing program</p> <p>-SOS - student</p> <p>I can talk to my teachers about my concerns. 2015= 80.5% 2016 target= 90%</p> <p>I feel accepted by other students at my school. 2015= 82% 2016 target= 90%</p>	<p>Commence Week 1, 2016 -continued weekly throughout the year</p>	<p>Principal DP HOC Class teachers</p>																												
Strategy 2: ATTENDANCE																															
Actions	Targets	Timelines	Responsible Officer/s																												
<ol style="list-style-type: none"> End of semester certificates issued to all students with 100% attendance or 1 day absent for the semester Continuation of incentive program 'Every Day Counts' - fortnightly certificate and trophy for the best attendance in each stage presented on assembly each week End of term reward for the class in the junior and also senior part of the school Use of an alert through OneSchool sent to the Deputy Principal when students have 10 days absent at which time contact with the parent will be made and assistance/support offered School based letters to be sent to parents of students with high absenteeism >85% with offer to meet with principal or deputy principal for discussion re school support, intervention etc Form 4 sent to parents of students with ongoing absenteeism if no improvement is seen 	<table border="1"> <thead> <tr> <th colspan="4">ATTENDANCE %</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016 TARGETS</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>92.5</td> <td>93</td> <td>95</td> </tr> <tr> <td>T2</td> <td>90.7</td> <td>91.6</td> <td>95</td> </tr> <tr> <td>T3</td> <td>89.2</td> <td>90.2</td> <td>93</td> </tr> <tr> <td>T4</td> <td>91.0</td> <td>92.9 as of 18.11.15</td> <td>95</td> </tr> <tr> <td></td> <td></td> <td></td> <td>TARGET OVERALL 95%</td> </tr> </tbody> </table>	ATTENDANCE %					2014	2015	2016 TARGETS	T1	92.5	93	95	T2	90.7	91.6	95	T3	89.2	90.2	93	T4	91.0	92.9 as of 18.11.15	95				TARGET OVERALL 95%	<p>*Every 10 day alert</p> <p>* school based letter for >85% attendance</p> <p>*If no improvement made on >85% attendance rate Form 4 to be sent</p>	<p>Principal Deputy Principal</p>
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Strategy 3: HIGH PERFORMING TEAM

Actions	Targets	Timelines	Responsible Officer/s
<p>Explicit Teaching pedagogical framework – based on Anita Archer PBSS Explicit Teaching artefacts to be referred to and displayed in each classroom:</p>  <ol style="list-style-type: none"> TLCs to provide coaching model based on Explicit Teaching pedagogical framework and PBSS Explicit Teaching checklist Individual differentiated coaching for teachers to be minimum once a fortnight with feedback provided Senior leadership team to formally observe teachers using PBSS explicit Teaching checklist - minimum once a term and provide feedback 	<p>100% of teacher teaching at least one English and one maths lesson per day using the explicit teaching model</p>	<p>Commence Week 1, 2016</p> <p>Formal coaching fortnightly throughout the year</p>	<p>Principal DP TLC Classroom teachers</p>
<p>Marzano – ASOT</p> <ol style="list-style-type: none"> Continue to use Design Questions to drive weekly focus as part of a learning community and to reinforce classroom expectations through a learning lounge Additionally - to be communicated weekly/fortnightly through email by principal 	<p>70% attendance of class teachers at weekly learning lounge</p>	<p>Weekly</p>	<p>Principal DP TLCs</p>
<p>Staff Wellbeing</p> <ol style="list-style-type: none"> Leadership team to alter to conduct a wellbeing activity at the commencement of each staff meeting Term social event organised by social committee Principal to include wellbeing information/mantras/motivational messages and photos in weekly/fortnightly email to all staff TLCs to provide professional support to clarify curriculum issues to ease teacher stress and confusion and to assist with work/life balance Senior leadership team to provide regular staff incentives for general motivation and for staff to continue to feel valued 	<p>SOS – staff Staff at this school are interested in my wellbeing 2015= 91.9% 2016 target= 95% I feel I have a good work-life balance. 2015= 86.5% 2016 target= 95%</p>	<p>Weekly</p>	<p>Principal DP HOC TLCs</p>

2016 Investing for Success (IAS)

Initial estimate received: \$164 125

Funding will be used to:

1. Increase the number of students at PBSS in the U2Bs in reading to 45%
2. **Increase the number of students at PBSS in the U2Bs in numeracy to 40%**
3. Improve teacher and teacher aide capability in reading and numeracy through focussed coaching, mentoring and professional development to improve student performance
4. Implement whole school intervention and extension strategies to all students through differentiated journey groups in reading and number

PBSS will improve student outcomes by:


	Cost:
1. Employ two graduate teachers fulltime for the 2016 school year to enable experienced classroom teachers to fill two of the four Teaching Learning Coordinator (TLCs) roles at PBSS	\$71 500 x 2 = \$143 000
2. Create a professional development program that builds teacher and teacher aide capacity in the teaching of reading and numeracy	\$2125
3. Purchase a teacher for 4hrs a day x 3 days a week to provide support in Year 4 and 5 differentiated journey groups in reading and number	\$19 000

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