

RASMUSSEN STATE SCHOOL 2021 ANNUAL IMPLEMENTATION PLAN



School Priorities

Culture of Learning & Achievement – Improving reading and writing

Culture of Learning & Wellbeing – Improving student behaviours

Culture of Learning & Engagement –Every day counts

NQ Regional Improvement Strategies: Give every child a great start Support effective teaching and learning Support engagement and transition of our children and young people Support effective risk management, control and governance Embed a systematic North Queensland region and the CLaW Ways of Working

Roles and Responsibilities

Leadership Team	Teaching Staff	Support Staff
<ul style="list-style-type: none"> Collaboratively engage and work with colleagues (within and across schools) Leaders are able to articulate what they do and why they do it Model and coach staff in expected practices for teaching and learning Provide and enable professional learning for AIP focus areas Quality assure school practices and processes Conduct walkthroughs, lesson observations and profiling and provide feedback on practice Lead PDP process with staff to develop and improve practices Lead planning, data cycles discussions and moderation practices Make informed decisions based on evidence and data (5Q4L) Liaise with interagency supports and community groups 	<ul style="list-style-type: none"> Collaboratively work with colleagues Teachers are able to articulate what they teach, why they teach it and how they teach (5Q4T) Plan, implement and monitor the intend Australian Curriculum Engage in professional learning, coaching, mentoring and watching others work to improve pedagogical practice Use data at a classroom level to inform teaching and learning Reflect on teaching practice using the ATSL standards and student data Differentiate teaching and learning to cater for all students and meet their needs Consistent use of PBL language and whole school wellbeing practices Ask students the 5Q4S to gain clarity of learning Provide students with feedback on their learning and goals 	<ul style="list-style-type: none"> Collaboratively work with colleagues Support staff are able to articulate how they support the learning of students Consistent use of PBL language and whole school wellbeing practices Implement school processes supporting teaching and learning to high standards Implement intervention strategies for identified students Engage in professional learning Encourage and motivate students to reach their learning goals

Culture of Learning & Achievement- Improving Reading & Writing

We are creating assessment capable learners through Effective Teaching and Learning

Focus	Outcomes & Targets	Leading Officer/s									
<p>Before - Building teacher capacity and supporting teachers to teach with a literacy focus.</p> <ul style="list-style-type: none"> Teachers collaboratively analysing student work samples and curriculum to identify next steps (literacy continuum), inclusive and effective pedagogical practices Deepening and applying teacher knowledge of band scaling-writing and EAL/D teaching strategies Effectively using student data to improve the quality of differentiation for all students Deepening and applying teacher knowledge and understanding of the ICP process and implementation 	<ul style="list-style-type: none"> Leaders, Teachers and Students able to articulate what they are learning (5Q4S) Evidenced in Learning Walls, Lesson Observations, STDC Parent, staff and student satisfaction on the SOS <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">LOA English – end of year (measured each Semester)</td> <td style="width: 10%;">C or better</td> <td style="width: 10%;">Prep-2: 85%</td> <td style="width: 10%;">Yr. 3-6: 90%</td> </tr> <tr> <td></td> <td>A and B</td> <td>Prep – 2: 55%</td> <td>Yr. 3 -6: 60%</td> </tr> </table>	LOA English – end of year (measured each Semester)	C or better	Prep-2: 85%	Yr. 3-6: 90%		A and B	Prep – 2: 55%	Yr. 3 -6: 60%	<p>Before- Principal Deputy Principals Literacy Coaches HOSEs (ICPs)</p>	
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<p>During - Review and embed the Pedagogical Framework with a focus on Explicit Instruction, Higher Order Thinking, Differentiation and Feedback</p> <ul style="list-style-type: none"> Deepening and applying teacher pedagogical knowledge to support EAL/D learners Collaboratively develop supporting documentation for the Pedagogical Framework by aligning literacy teaching and pedagogies across the school Supporting staff to develop and apply their knowledge and understanding of researched pedagogical practices Embedding the Read It Again and Tell it Again speech program in Prep Review and embed the coaching, mentoring and WOW practices across the school 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Reading Benchmarks- end of year (measured each term)</td> <td style="width: 10%;">Prep to Yr. 2: 60% at or above</td> <td style="width: 10%;">Yr. 3 to Yr. 6: 75% at or above</td> </tr> <tr> <td>Early Start- end of year (reading, comprehension and writing)</td> <td colspan="2">95% Prep at Cluster 4 95% Yr. 1 at Cluster 6</td> </tr> <tr> <td>Towards Zero Project – end of each term</td> <td colspan="2">All Prep students PM level 2 or above by the end of Semester 1 All Prep students achieving Working With or above</td> </tr> </table>	Reading Benchmarks- end of year (measured each term)	Prep to Yr. 2: 60% at or above	Yr. 3 to Yr. 6: 75% at or above	Early Start- end of year (reading, comprehension and writing)	95% Prep at Cluster 4 95% Yr. 1 at Cluster 6		Towards Zero Project – end of each term	All Prep students PM level 2 or above by the end of Semester 1 All Prep students achieving Working With or above		<p>During- Deputy Principals Literacy Coaches HOSEs</p>
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<p>After and End - Refine and continue moderation practices and reflection of teaching</p> <ul style="list-style-type: none"> Collaboratively moderating within and across schools using student assessment folios Teachers moderating throughout the teaching cycle Review reading processes across the school (Inquiry Cycle lead by Leadership Team) Collaboratively developing and implementing next steps identified from the Inclusive Education signposts 	<p>School Opinion Survey – end of year</p> <p>98% students strongly agree with S2049, S2050, S2057, S2060</p> <p>100% staff agree with S3213, S3210, S2071</p>	<p>After- Principal Deputy Principals Literacy Coaches HOSEs</p>									

Culture of Learning & Wellbeing – Improving student behaviour

We are building staff capacity and capability to improve student wellbeing

Focus	Outcomes & Targets	Leading Officer/s								
<p>Implementing and monitoring the Student Learning and Wellbeing Framework (SLAWF)</p> <p>Creating Safe, supportive and inclusive environments:</p> <ul style="list-style-type: none"> Implementing the whole school SLAWF action plan Supporting teachers to consistently implement identified strategies Identifying and tracking marker students and strategies for improved behaviour, engagement and wellbeing <p>Building the capability of staff, students and the school community:</p> <ul style="list-style-type: none"> Supporting teachers to implement social emotional strategies Communicating with parents/carers strategies for improved student wellbeing <p>Developing strong systems for early intervention:</p> <ul style="list-style-type: none"> Increasing staff knowledge and understanding of PBL data Implementation of SLAWF actions/strategies including Berry Street (Circle Time, Ready to Learn, Brain Break), ESCM 	<ul style="list-style-type: none"> Consistent use of language and processes of PBL across the school Teachers identifying wellbeing/behaviour marker students and implementing strategies for improvement Student Learning and Wellbeing framework actions being implemented <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Behaviour Data – end of each Semester</td> <td style="width: 10%;">Decrease SDAs by 10%</td> <td style="width: 10%;">Decrease red zone to 4%</td> <td style="width: 10%;">Decrease yellow zone to 5%</td> </tr> <tr> <td>Towards Zero Project – end of each term</td> <td colspan="3">Increase in positive to negative behaviours No Prep students with SDAs</td> </tr> </table>	Behaviour Data – end of each Semester	Decrease SDAs by 10%	Decrease red zone to 4%	Decrease yellow zone to 5%	Towards Zero Project – end of each term	Increase in positive to negative behaviours No Prep students with SDAs			<p>Environments- Principal DP: Wellbeing & Behaviour</p> <p>Capability- Principal DP – Wellbeing & Behaviour</p> <p>Intervention- DP: Wellbeing & Behaviour Guidance Officer HOSEs</p>
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	<p>School Opinion Survey – end of year</p> <p>90% students agree with S2037, S2044 95% staff agree</p>									

Culture of Learning & Engagement –Everyday counts

We are intentionally collaborating to engage students in schooling

Focus	Outcomes & Targets	Leading Officer/s									
<p>Review and implement the Parent and Community Engagement Framework (PACE):</p> <ul style="list-style-type: none"> Collaboratively develop and implement the PACE framework Engaging the community in school events Intentional collaboration with community to reinvigorate the P&C Implementation of engagement and promotion strategies to improve attendance at KindyLinQ Build strong partnerships with parents to promote student learning and attendance Strengthen community organisation relationships to support student learning outcomes Work collaboratively with Lady Gowrie to implement strategies to meet students' needs – Transitions, Rebels program PD Engaging with community agencies to support families with attendance, learning and wellbeing concerns 	<ul style="list-style-type: none"> PACE framework collaborative developed Increased community knowledge of the importance of school <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Attendance- end of each term</td> <td style="width: 10%;">88% or better whole school attendance</td> <td style="width: 10%;">Increase number of students attending 85-90% and 90-95% of the time</td> </tr> <tr> <td>Enrolments – day 8 and each term</td> <td colspan="2">Increased Prep enrolments KindyLinQ enrolments increased to 10 students</td> </tr> <tr> <td>Transitions- term 1</td> <td colspan="2">Increased number of transition statements</td> </tr> </table>	Attendance- end of each term	88% or better whole school attendance	Increase number of students attending 85-90% and 90-95% of the time	Enrolments – day 8 and each term	Increased Prep enrolments KindyLinQ enrolments increased to 10 students		Transitions- term 1	Increased number of transition statements		<p>Review- Principal Deputy Principals</p> <p>Implementation- Principal Deputy Principals</p> <p>Community- Principal Deputy Principals Literacy Coaches</p>
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	<p>School Opinion Survey- end of year</p> <p>98% students agree with S2038, S2047, S2066 90% staff agree with S2078, S3217 20% identified parents completing SOS</p>										

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

J. Ower

Principal

K. Pile

Parent Representative

B. Dale

Assistant Regional Director