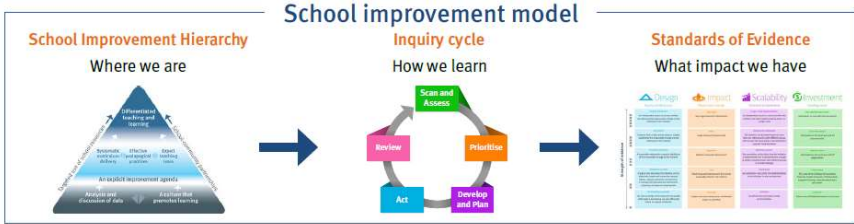




SYSTEMIC PRIORITIES

The *Every Student Succeeding State Schools Strategy 2019 – 2023* is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Our 4 year School Strategic Plan and subsequent Annual Implementation Plans will reflect these identified key strategies:

Key Strategies	Supported at school level by:
Intentional collaboration	 <p>Leadership team strategically planning through a cycle of inquiry for the ongoing needs of the school Year level teams planning together</p>
Successful Learners	<p>Embedding a feedback culture into classroom practices Assessment schedule review Case manage students</p>
Teaching quality	<p>Coaching and Mentoring program Planning for Feedback Professional Development Plans</p>
Principal leadership and performance	<p>Principal PDP GROWTH coaching for leadership team Inner North Alliance – cluster work</p>
School performance	<p>I4S Strategy Improvement Agenda – Reading, Writing & STEM Wellbeing Framework Moderation and assessment schedule</p>
Regional support	<p>Inner North Alliance network Leading Learning in 2020 – Metropolitan Region</p> <ul style="list-style-type: none"> • Writing Within the Australian Curriculum • K-2 Continuity & Alignment • Leading an Autism Friendly School
Local decision making	<p>Professional Learning Communities (PLC) Local Consultative Committee Parents and Citizens Association consultation</p>





SCHOOL IMPROVEMENT PRIORITIES

The full school review and subsequent whole school planning processes reflect the following improvement strategies:

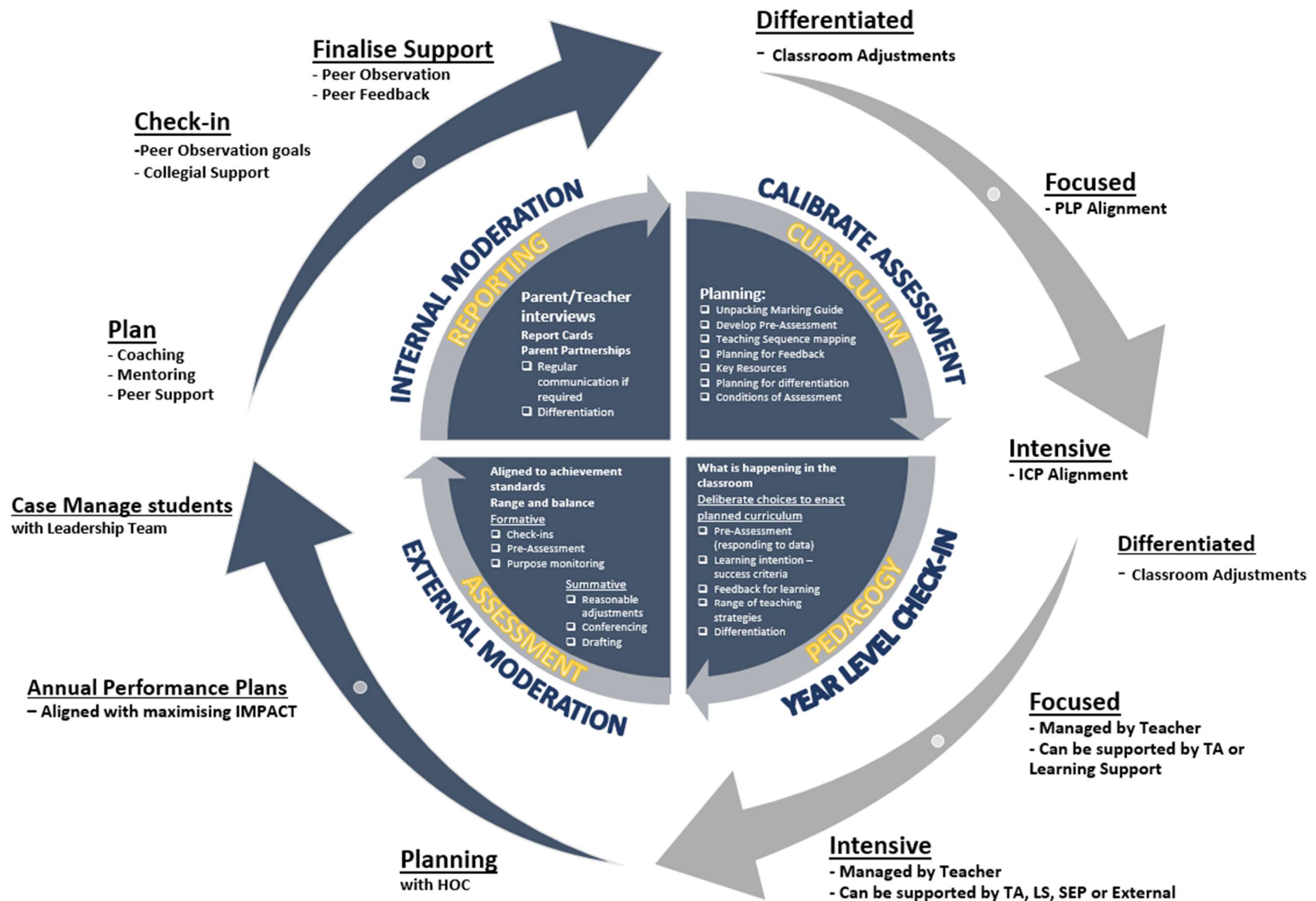
- Curriculum planning cycles
- Teacher knowledge and understanding
- Roles and Responsibilities development
- Inclusive Education
- Differentiated learning experiences to ensure engagement, challenge and extension
- Observation and feedback processes

In 2020, Virginia State School looks to focus on these key priorities that reflect the ongoing work from previous Annual Implementation Plans and to ensure the systemic priorities of the Department are addressed:

Maximising IMPACT through:

- ***Teacher clarity***
- ***Feedback***
- ***Student Engagement***

This will be embedded and supported through our Teaching & Learning Cycle:





School Improvement Priority: A school culture that promotes learning

Success Indicators

- Key support staff involved in redevelopment of procedures with respect to developing an inclusive education setting at VSS.
- 100% of teachers submitting accurate and timely assessment data to OneSchool.
- Positive feedback from School Opinion Survey
- 100% of teachers engaged in planning processes and actively discuss and plan for students during case management

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Continue to develop classroom cultures that promote student engagement, wellbeing and high expectations			
<u>Actions</u> <ul style="list-style-type: none"> • Students have identified individual goals which are regularly reviewed and monitored; • Classroom Teacher to case manage a number of identified students to support growth. Discussed with leadership team; • Student Support Team to review processes and identify key support strategies and relevant staff to support student learning at all levels; • Embed new VSS Behaviour Plan. 	<ul style="list-style-type: none"> • 100% of students having identified goals that are successfully achieved by the end of 2020; • 100% of classroom teachers to case manage a number of identified students with Principal and DP; • Student Support Team to develop referral process to be outlined on SharePoint site with relevant resources; • VSS Behaviour Plan launched on SFD and implemented over 2020. 	<u>3 months</u> <ul style="list-style-type: none"> • Launch VSS Behaviour Plan • Initial case management meeting (week 3) • Initial goals developed for students • Initial discussions with Student Support Team to set their timelines <u>6 months</u> <ul style="list-style-type: none"> • SST process completed and uploaded to SharePoint site • Review meeting – case management • Ongoing review of VSS Behaviour Plan • Ongoing planning processes including goal development <u>9 months</u> <ul style="list-style-type: none"> • Review impact on student learning 	Head of Curriculum Deputy Principal Principal Student Support Team <hr/> Budget Cost Centre 207000 Great Results Guarantee/Investing for Success



School Improvement Priority: An expert teaching team

Success Indicators

- 100% of teachers engaged in processes aligned with Curriculum Planning Cycle aligned with 2020 unit plans.
- 100% of teachers plan for feedback to students aligned with the VSS Curriculum Planning Cycle
- 100% of teachers engaged in the VSS Teacher Feedback and Observation process

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Continue to provide opportunities for all teachers to be involved in formalised, regular and timetabled planning and coaching processes with the school to promote teacher clarity.			
<u>Actions</u> <ul style="list-style-type: none"> • All teachers involved in regular planning sessions with HOC; • Identify Teacher learning needs through annual performance plan development; • Teacher Feedback and Observation PLC to support the roll out of process to all teachers. 	<ul style="list-style-type: none"> • 100% teachers involved in planning process with HOC; • 100% teachers complete APDP process with Principal and DP; • 100% teachers have engaged in Feedback and Observation process. 	<u>3 months</u> <ul style="list-style-type: none"> • Term 2 Planning completed • APDP plans developed and discussed • Initial rounds of Feedback and Observation conducted <u>6 months</u> <ul style="list-style-type: none"> • Term 3 & 4 Planning completed • Review APDP plans <u>9 months</u> <ul style="list-style-type: none"> • Finalise plans • Review processes 	Head of Curriculum Teachers
			Budget Cost Centre 207000 Great Results Guarantee/Investing for Success
Strategy 2: Embed a feedback culture into planning, teaching and assessment			
<u>Actions</u> <ul style="list-style-type: none"> • Planning for feedback embedded into planning process; • Explore opportunities to discuss impact on student learning and relevant feedback to students. 	<ul style="list-style-type: none"> • 100% of teachers involved in planning processes; • Development of procedure for staff meetings to discuss student work and relevant feedback. 	<u>3 months</u> <ul style="list-style-type: none"> • Term 2 Planning completed • Explore feedback impact <u>6 months</u> <ul style="list-style-type: none"> • Term 3 & 4 Planning <u>9 months</u> <ul style="list-style-type: none"> • Finalise plans • Review processes 	Head of Curriculum Teachers Deputy Principal Principal
			Budget Cost Centre 207000 Great Results Guarantee/Investing for Success



School Improvement Priority: Differentiated teaching and learning

Success Indicators

- Student Support Team engaged in the development of clear processes for support of students with a range of needs
- 100% of teachers developing plans for students with specific needs to ensure an inclusive classroom
- Case management process embedded within Curriculum Planning Cycle

Key Strategies	Specific Targets	Timelines	Responsible Officer	
Strategy 1: Further embed strategies to ensure inclusive education practices at the school support an integrated approach to students with a disability and other students with diverse learning needs within the classroom setting.				
<u>Actions</u> <ul style="list-style-type: none"> • Teachers planning with support staff to develop student ICPs and PLPs; • Student Support Team to review processes and key strategies for student support. 	<ul style="list-style-type: none"> • Support staff provided with opportunity to work with classroom teachers to develop ICPs and PLPs; • Intervention and support process developed and outlined on SharePoint site. 	<u>3 months</u> <ul style="list-style-type: none"> • Planning of ICPs and PLPs complete • Initial conversations about support processes 	Student Support Team SEP Teacher Learning Support Teachers Head of Curriculum Teachers	
		<u>6 months</u> <ul style="list-style-type: none"> • Plans and processes reviewed 		Budget Cost Centre
		<u>9 months</u> <ul style="list-style-type: none"> • Review student plans for impact on learning • Ongoing work with support processes 		207000 Great Results Guarantee/Investing for Success
Strategy 2: Support classroom teachers in planning differentiated learning experiences using a school-wide consistent approach to ensure students are appropriately engaged, challenged and extended in their classroom learning				
<u>Actions</u> <ul style="list-style-type: none"> • Planning for differentiation as part of regular planning process with HOC; • Classroom teachers to case manage students with specific needs in their class. 	<ul style="list-style-type: none"> • 100% of teachers involved in planning processes with HOC; • 100% of classroom teachers to engage in case management process with Principal and DP. 	<u>3 months</u> <ul style="list-style-type: none"> • Term 2 Planning completed • Initial case management meeting (week 3) 	SEP Teacher Learning Support Teachers Head of Curriculum Teachers	
		<u>6 months</u> <ul style="list-style-type: none"> • Term 3 & 4 Planning • Review meeting – case management 		Budget Cost Centre
		<u>9 months</u> <ul style="list-style-type: none"> • Review impact on student learning 		207000 Great Results Guarantee/Investing for Success



School Improvement Priority: Staff Wellbeing

Success Indicators

- Positive feedback from School Opinion Survey.
- Development of wellbeing framework

Key Strategies	Specific Targets	Timelines	Responsible Officer
Strategy 1: Develop and implement Staff Wellbeing Framework			
<u>Actions</u> <ul style="list-style-type: none"> • Develop Wellbeing PLC to review current work in the wellbeing space for staff; • Explore professional development opportunities received through the NESLI's Staff Wellbeing Toolkit; • Develop Staff Wellbeing Framework 	<ul style="list-style-type: none"> • 100% of staff completing the initial Wellbeing training package from NESLI; • Completion of the Staff Wellbeing Framework. 	<u>3 months</u> <ul style="list-style-type: none"> • Begin NESLI Wellbeing Toolkit • Develop Wellbeing PLC 	Principal Deputy Principal Teachers WH&S
		<u>6 months</u> <ul style="list-style-type: none"> • NESLI Wellbeing Toolkit complete • Complete Wellbeing Framework 	Budget Cost Centre
		<u>9 months</u> <ul style="list-style-type: none"> • Review wellbeing programs 	207000 Great Results Guarantee/Investing for Success
Strategy 2: Encourage positive and productive relationships with the parent community			
<u>Actions</u> <ul style="list-style-type: none"> • Review current communication processes and recording of relevant information on OneSchool; • Share feedback for learning processes with parents during parent/teacher interviews to highlight student gains. 	<ul style="list-style-type: none"> • Develop Parent and Community Engagement Framework; • Develop communication policy; • Parents provided with relevant feedback during parent/teacher interviews in line with classroom practices. 	<u>3 months</u> <ul style="list-style-type: none"> • Initial feedback from parent community • Review communication processes 	Deputy Principal Principal Teachers P & C
		<u>6 months</u> <ul style="list-style-type: none"> • Develop initial frameworks including communication policy 	Budget Cost Centre
		<u>9 months</u> <ul style="list-style-type: none"> • Review plans 	

Endorsement

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

Principal

P & C Representative

Assistant Regional Director