

Yandina State School Annual Improvement Plan 2023

	Name	Signature	Leadership team members			
Principal	Michael Cookman		Principal – Michael Cookman Deputy Principal – Omen Facto HoD-Curriculum – Lauren Perren Business Manager – Karyn Foxover Inclusion Team Leader – Helen Raatz School Culture Team Leader – Rowan Geppert			
Assistant Regional Director	Tony Roberts					
P&C President	Allison Bunney					
Case Manager						
Review date						
Follow-up meeting (phase 1)		Follow-up meeting (phase 2)		Follow-up meeting (phase 3)		Follow-up meeting (phase 4)

Action plan objectives

Systemness and Intentional Collaboration

PRINCIPAL		ASSISTANT REGIONAL DIRECTOR		SENIOR REVIEWER	
RESPONSIBILITIES	ACCOUNTABILITIES	RESPONSIBILITIES	ACCOUNTABILITIES	RESPONSIBILITIES	ACCOUNTABILITIES
<ul style="list-style-type: none"> Collaboratively leads action plan (AP) planning and implementation including fully costed resourcing. Establish roles, responsibilities and accountabilities to implement the AP Prepare artefacts, documentation and timetable for all check-ins Communicates adjustments to AP with Senior Reviewer Work closely with ARD to source additional regional support 	<ul style="list-style-type: none"> Submit AP for feedback prior to phase one check-in Submit AP for endorsement with two weeks after phase one check-in Document PSR journey across full 12-month period Broadly communicate AP success criteria Quality assure the successful implementation and successful completion of AP 	<ul style="list-style-type: none"> Support principal in the development of AP Support, challenge and build capacity of the principal and leadership team Advocate and facilitate priority regional support for the school Actively participate in line-of-sight conversations at check-ins Liaise with case manager Provide honest and open feedback to both principal and school leaders 	<ul style="list-style-type: none"> Keep Regional Director appraised of PSR process Ensure regional support is provisioned Facilitate endorsement of AP with Regional Director Prioritise attendance at all PSR check-in meetings 	<ul style="list-style-type: none"> Provide external oversight of PSR process Outlines process explicitly to principal Provides open honest feedback at three monthly junctures Communicates frequently with ARD and principal Conduct line-of-sight conversations at phase 2, 3 and 4 check-ins 	<ul style="list-style-type: none"> Keep ADG appraised of PSR progress Provides written feedback after each visit Conducts line-of-sight interview at termly junctures Reports back to staff at 12 months (optional) Formulates and communicate 12-month decision Keep comprehensive and accurate records of PSR process

Measureable outcomes:	Phase 1 – Baseline	Phase 2	Phase 3	Phase 4 – 12 months
Whole-school targets: English A–E Data 93% A-C & 56% A & B Mathematics 95% A-C/ 60% A & B <i>* See Individual Year Level Targets for English</i>	English – 89.5% Overall / Mathematics – 92.3% Overall Prep — 76% A–C & 48% A & B Year 1 – 87% A–C & 47% A & B Year 2 – 92% A–C & 46% A & B Year 3 – 94% A–C & 50% A & B Year 4 – 96% A–C & 67% A & B Year 5 – 89% A–C & 43% A & B Year 6 — 96% A–C & 55% A & B (Sem 2, 2022 Data)	English – 90% Overall / Mathematics 95% Overall A-C Prep — 76% A–C & 50% A & B Year 1 — 80% A–C & 50% A & B Year 2 – 90% A–C & 50% A & B Year 3 – 94% A–C & 50% A & B Year 4 – 96% A–C & 60% A & B Year 5 – 96% A–C & 70% A & B Year 6 – 92% A–C & 50% A & B (Sem 1, 2023 Data)	English – 93% Overall / Mathematics 95% Overall A-C Prep — 80% A–C & 52% A & B Year 1 — 85% A–C & 52% A & B Year 2 – 94% A–C & 52% A & B Year 3 – 96% A–C & 52% A & B Year 4 – 96% A–C & 62% A & B Year 5 – 96% A–C & 72% A & B Year 6 – 94% A–C & 52% A & B (Sem 2, 2023 Data)	English A–E Data 93% A-C & 56% A & B Overall Mathematics 95% A-C/ 60% A & B Overall Indigenous English A-C 80% Mathematics A-C 90%
Indigenous targets English A-C 80% (74.3% Sem 2, 2022) Mathematics A-C 90% (85.7% Sem 2, 2022)	Attendance 86.2% Overall / 80.8% Indigenous SOS 2022 Parents – 80% SOS 2022 Students – 80% SOS 2022 Staff – 42%	Engagement - Attendance and Behaviour Data Survey Manager – Staff, Student Parent snapshot data Term 1	Engagement - Attendance and Behaviour Data Survey Manager – Staff, Student Parent snapshot data Term 2	Attendance 90% Overall / 85 % Indigenous SOS 2023 Parents – 90% SOS 2023 Students – 90% SOS 2023 Staff – 80%
15 identified marker students achieve C or better in English by Sem 2, 2023	3 marker students move from a D to a C in English	5 marker students move from a D to a C in English	10 marker students move from a D to a C in English	15 marker students move from a D to a C in English

Yandina State School Annual Improvement Plan 2023

Improvement Strategy 1: Continue to collaboratively develop and implement whole-school practices to improve educational achievement in the priority areas of English (Reading) and Mathematics (Number).

Describe the 12-month success criteria:

- Develop of culture of high expectations for academic achievement with challenging, individual learning goals for all students in the focus areas of literacy and numeracy
- Continue to implement our whole-school approach to the teaching of Reading through the consistent use of the Sheena Cameron and Get Reading Right focus strategies and expectations – Reading is taught every day!
- Continue to develop and implement a consistent, whole-school approach to the teaching of Number strategies, using the Computational Fluency document and the YSS Number focus strategies
- Design and implement an engaging, whole-school approach to the delivery of the Australian Curriculum through integrated, collaborative planning processes and leadership team meeting cycles
- Continue to follow the whole-school Moderation process, tracking and monitoring progress of identified Marker Students through targeted intervention and support
- Continue to deepen our collective knowledge of the Kagan Co-operative Learning Structures and explore their practical application in classrooms, staff meetings and parent forums
- Continue to develop and implement our whole-school, shared vision for an inclusive school culture that delivers equitable intervention and support to all students - Identify and remove barriers to learning!
- Continue to deepen our collective knowledge of inclusive practices through the development Individual Curriculum Plans, Personal Learning Records and effective classroom differentiation plans
- Collaboratively design and implement a Pedagogical Framework based on the AITSL Standards to support formal observations and feedback through agreed collegial engagement processes
- Provide a differentiated approach to building staff capability through the Annual Performance Development Plan process and the conversational coaching model.

Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as phase 1, 2, 3 and 12-month targets		
			Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts
<ul style="list-style-type: none"> • Curriculum Team – Leading the design and implementation of an engaging whole-school approach to the Australian Curriculum • Pedagogical Framework • Kagan Co-operative Learning • Whole-school Reading Focus • Whole-school Number Focus • Non-Negotiables – Home Reading, Before School Reading, Homework • Digital Technologies and STEAM • Data Wall - NCCD Marker Students • Coaching Training 	Financial <ul style="list-style-type: none"> • KAGAN Co-operative Learning PD for all staff in Jan PFDs Human <ul style="list-style-type: none"> • Regional PATL • TA Timetable to support before-school and home reading Physical <ul style="list-style-type: none"> • Reading Resources • Numeracy Resources • STEAM resources 	Principal Deputy Principal HOD-Curriculum Curriculum Team Inclusion Team	Phase 1 <ul style="list-style-type: none"> • Establish Curriculum and Inclusion Teams and meeting cycles 	Behaviourally: <i>Students can/will:</i> <ul style="list-style-type: none"> • Be aware of whole-school reading strategies and fortnightly focus <i>Teachers can/will:</i> <ul style="list-style-type: none"> • Deliver classroom reading focus lessons <i>The leadership team can/will:</i> <ul style="list-style-type: none"> • Facilitate the Curriculum and Inclusion Team Meetings to drive improvement 	<ul style="list-style-type: none"> • Equity and Excellence – 2023 Teams Roles and Responsibilities Document • 2023 Non-Negotiables Document
			Phase 2 <ul style="list-style-type: none"> • Continue to develop and implement consistent and effective teaching practices in Reading and Numeracy. 	Behaviourally: <i>Students can/will:</i> <ul style="list-style-type: none"> • Be aware of whole-school numeracy strategies and fortnightly focus <i>Teachers can/will:</i> <ul style="list-style-type: none"> • Deliver classroom numeracy lessons <i>The leadership team can/will:</i> <ul style="list-style-type: none"> • Lead and promote whole-school reading and numeracy agenda 	<ul style="list-style-type: none"> • Minutes of Curriculum and Inclusion Team meeting/s. • Data Wall - Marker student results
			Phase 3 <ul style="list-style-type: none"> • Implement consistent pedagogical approaches 	Behaviourally: <i>Students can/will:</i> <ul style="list-style-type: none"> • Be aware of Kagan Co-operative learning structures <i>Teachers can/will:</i> <ul style="list-style-type: none"> • Explore co-operative learning structures <i>The leadership team can/will:</i> <ul style="list-style-type: none"> • Facilitate Pedagogical Framework including co-operative learning strategies 	<ul style="list-style-type: none"> • A-C English and Mathematics Results – Sem 1 & 2, 2023

Yandina State School Annual Improvement Plan 2023

Improvement Strategy 2: Continue to collaboratively develop and implement whole-school practices to foster an inclusive school culture that supports high levels of engagement and wellbeing for students, staff and the school community.

Describe the 12-month success criteria:

- Continue to deepen our collective knowledge of Wellbeing- DoE Staff Wellbeing Framework, Student Learning and Wellbeing Framework and the Wheel of Wellbeing - Body, Mind, Spirit, People, Place, Planet
- Conduct the DoE Staff Wellbeing Needs Assessment (whole-staff) survey and unpack the survey data in 2023 Pupil Free Days with NCR Wellbeing Co-ordinator to create a Wellbeing Action Plan.
- Continue to deliver the daily whole-school Smiling Minds exercises and implement a whole-school Wellbeing Focus twice per term e.g. healthy, confident, resilient, flourishing etc
- Continue to develop and implement a consistent, fair and inclusive whole-school approach to Celebrating Excellence in behaviour, attendance and academic effort
- Develop a First Nations Focus Group to engage our Aboriginal and Torres Strait Islander students, families and Community in all aspects of school culture.
- Develop our Parent and Community Engagement Framework to engage families in a range of surveys and forums, including P&C, to further incorporate Parent/Community voice into our school decision making.
- Develop our emerging and future student leaders by giving students in Year 3 to 6 more opportunities to develop their leadership skills and further incorporate student voice into our school decision making.
- Continue to resource and offer a wide range of enrichment programs for students in the areas of STEAM, Digital Technologies, Robotics, HPE, Performing Arts, Student Leadership, Camps and Excursions
- Continue to deliver high quality customer service and a wide range of whole-school celebrations, events and extra curricular activities for students, staff and families to engage in.
- Deploy the Compass App for open, clear and meaningful whole-school communication with staff, students and families.

Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as phase 1, 2, 3 and 12-month targets		
			Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts
<ul style="list-style-type: none"> Wellbeing and Engagement Team School Culture Team Whole-school Wellbeing focus Whole-school approach to student engagement – Excellence Awards, Whole-School Rewards, Free and Frequent Rewards Student Leadership Program 3 - 6 Indigenous Education Focus Group Parent and Community Forums COMPASS Communication and Calendar of Events 	Financial COMPASS Education subscription Whole School Rewards and Events Extra-curricular and Enrichment Programs Human GO Wellbeing/GO School Chaplain First Nations Focus Group Physical Smiling Minds Resources Excellence Awards, Badges	<i>Principal</i> <i>Deputy Principal</i> <i>HOD-Curriculum</i> <i>Wellbeing & Engagement Team</i> <i>School Culture Team</i>	Phase 1 <ul style="list-style-type: none"> Wellbeing and Engagement Team formed and meeting cycles established 	Behaviourally: Students can/will: <ul style="list-style-type: none"> Be aware of whole-school wellbeing strategies and 5 week focus Teachers can/will: <ul style="list-style-type: none"> Deliver classroom Wellbeing focus lessons The leadership team can/will: <ul style="list-style-type: none"> Lead and promote whole-school Wellbeing and Engagement focus 	<ul style="list-style-type: none"> Equity and Excellence – 2023 Teams Roles and Responsibilities Document 2023 Non-Negotiables Document Minutes of Wellbeing Team and School Culture Team meeting/s. Parent/Community Forum minutes Termly snapshot survey data
			Phase 2 <ul style="list-style-type: none"> School Culture Team formed and meeting cycles established 	Behaviourally: Students can/will: <ul style="list-style-type: none"> Be aware of whole-school PBL strategies and fortnightly focus Teachers can/will: <ul style="list-style-type: none"> Deliver classroom PBL focus lessons The leadership team can/will: <ul style="list-style-type: none"> Facilitate Wellbeing and Engagement Team Meetings 	<ul style="list-style-type: none"> Minutes of Wellbeing Team and School Culture Team meeting/s. Parent/Community Forum minutes Termly snapshot survey data
			Phase 3 <ul style="list-style-type: none"> Continue to foster and promote an engaged and inclusive school culture through communication, consultation and collaboration. 	Behaviourally: Students can/will: <ul style="list-style-type: none"> Be engaged in a range of celebrations, rewards and events Teachers can/will: <ul style="list-style-type: none"> Explore student engagement strategies – Excellence Awards, Parent Communication, First Nations Focus Group, Parent focus groups The leadership team can/will: <ul style="list-style-type: none"> Facilitate School Culture Team Meetings 	<ul style="list-style-type: none"> Minutes of Wellbeing Team and School Culture Team meeting/s. Parent/Community Forum minutes Termly snapshot survey data 2023 SOS Results