



Deception Bay State School Annual Implementation Plan 2023

How the Deception Bay State School community will develop, implement and monitor an explicit improvement agenda focused on: **Enacting the Australian Curriculum: English, Growing Inclusive Practices and Fostering Engagement and Wellbeing.**

Driving an Inclusive Culture of Learning

Success Criteria: As a collaborative team we know we will have been successful when we have:

- built an inclusive learning culture where students feel a sense of belonging and connection to their identity, culture and learning.
- visioned and enacted Professional Learning Communities to develop capability in curriculum enactment through high-yield pedagogy and effective, ongoing assessment practices.
- embedded the systematic analysis of disaggregated data for levels of achievement in English, to drive learning and monitor impact of teaching through progress towards school targets.
- built staff capability in understanding, appreciating and embedding Aboriginal and Torres Strait Islander histories, perspectives and culture.

Enacting the Australian Curriculum: English

Develop and implement quality assurance processes to monitor the intended English curriculum is enacted with fidelity including Learning Walk and Talk processes linked to co-constructed, dynamic Learning Walls, Collaborative Assessment of Student Work and dynamic cohort planning walls.

Vision and embed Professional Learning Communities focused on job-embedded professional learning, analysis of learner data and collegial sharing of evidence-based practice.

Collaboratively develop a Collegial Engagement Framework which outlines agreed practices for coaching and modelling in the school's signature pedagogical practices and high impact teaching strategies.

Develop staff capability in the moderation cycle M1 – M4 to ensure consistency of teacher judgements of learner achievement and the setting of informed, individualised and measurable learning goals.

Fostering Engagement and Wellbeing

Collaboratively review whole-school behaviour processes to develop and embed an evidence-based whole school approach to support and promote positive behaviour e.g. *Positive Behaviour for Learning*.

Implement the research-based, trauma-informed practices of the Reboot program to empower learners to create optimal conditions for learning and support self-awareness and positive behaviour change.

Continue to grow engagement in learning through embedding school-wide attendance processes, engaging an Engagement Officer to promote attendance and support identified priority groups.

Review and refine the school's governance structure to ensure sustainable and distributed instructional leadership to enact strategic priorities and grow the school's strategic committees to progress this work.

Growing Inclusive Practices

Collaboratively develop a vision for inclusion that highlights the school's commitment to inclusive education and the attitudes, behaviours and practices that are valued across the school community.

Build staff capability to strengthen the range of quality educational adjustments provided for all learners including those in priority groups and foster equitable allocation of resources – whatever it takes.

Continue to build the data literacy of staff to use disaggregated data to collaboratively identify next steps in teaching and learning to a whole school, year level, class and individual analysis.

Invest in professional learning including a Community of Practice and CEC to build the capability of staff to use the Cultural Capability Framework to reflect and grow their practice to embed Aboriginal and Torres Strait Islander Cross Curriculum Priorities and strengthen community partnerships.

Endorsement:

This Annual Implementation Plan, and associated budget, was developed in consultation with the Deception Bay State School community and states the key priorities and meet the school's and departmental requirements.

Melissa Perry
Melissa Perry
Principal
24/02/2023

P & C President

Steven Vincent
Steven Vincent
Assistant Regional Director
24/02/2023

Baseline (2022)

English Level of Achievement:

	A-C	A/B	A-C	A/B
PY	68%	45%	Y4	82%
Y1	76%	39%	Y5	76%
Y2	76%	37%	Y6	87%
Y3	80%	36%	W/S	77%

STAFF SOS DATA

Professional development...	84%
Teaching practice...data....	95%
Use Australian Curriculum...	100%

Semester One

English Level of Achievement:

	A-C	A/B	A-C	A/B
PY	80%	45%	Y4	83%
Y1	80%	48%	Y5	85%
Y2	80%	42%	Y6	80%
Y3	80%	40%	W/S	80%

Year 3

U2B - 35% all	Year 5
U2B - 30% all	U2B - 30% all
NMS - 100% all domains	

Semester Two

English Level of Achievement:

	A-C	A/B	A-C	A/B
PY	82%	47%	Y4	85%
Y1	82%	50%	Y5	87%
Y2	82%	44%	Y6	82%
Y3	82%	42%	W/S	83%

STAFF SOS DATA

Professional development...	92%
Teaching practice...data....	98%
Use Australian Curriculum...	100%

Baseline (2022)

Engagement

	W/S	ATSI	DDA
Attendance	80%	75%	77%
SDAs	31	11	18
P've Beh'r	Tier 1 : 58%		

SOS Data

Staff - inclusive culture.....	100%
Student - respect one another	88%
Parent - sense of community	90%

Semester One

Engagement

	W/S	ATSI	DDA
Attendance	90%	85%	85%
SDAs	7	3	5
Behaviour	Tier 1 : 65%		

Semester Two

Engagement

	W/S	ATSI	DDA
Attendance	90%	85%	85%
SDAs	15	6	10
Behaviour	Tier 1 : 70%		

SOS Data

Staff - Inclusive culture.....	100%
Student - respect one another	93%
Parent - sense of community	95%

Baseline (2022)

English Level of Achievement:

	A-C	A/B	A-C	A/B
PY	64%	64%		
Y1	67%	25%	56%	11%
Y2	67%	25%	33%	17%
Y3	54%	8%	14%	14%
Y4	93%	33%	50%	0%
Y5	58%	0%	42%	0%
Y6	63%	25%	0%	0%

Semester One

English Level of Achievement:

	A-C	A/B	A-C	A/B
PY	77%	40%		
Y1	75%	68%	60%	15%
Y2	72%	30%	60%	16%
Y3	72%	30%	40%	20%
Y4	58%	20%	40%	20%
Y5	95%	37%	55%	20%
Y6	65%	20%	46%	20%

Semester Two

English Level of Achievement:

	A-C	A/B	A-C	A/B
PY	80%	45%		
Y1	78%	70%	65%	20%
Y2	75%	35%	65%	20%
Y3	75%	35%	45%	25%
Y4	63%	25%	45%	25%
Y5	97%	42%	60%	25%
Y6	70%	25%	50%	25%