



Flagstone State School

2023 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Successful Learners

Long-term targets/desired outcomes

- Increase in the percentage of students achieving an A or B in English and Maths to 60%
- 100 % of year 3 and year 5 students to reach national minimum standards (NMS) in NAPLAN and 60% in upper two bands (U2B) in both reading and writing, and numeracy
- Increase in number of students on Individual Curriculum Plans (ICP's) achieving a C or better to 100%

AIP targets/desired outcomes

- In English increase the number of students achieving an A or B to 60% by semester 2, 2023
- In English increase the number of all students achieving a C or higher to 95% by semester 2, 2023
- In reading increase the percentage of students reaching our curriculum targets in all year levels to 97% by the end of semester 2, 2023
- In writing increase the percentage of students reaching our curriculum targets in all year levels to 98% by the end of semester 2, 2023
- In numeracy increase the number of all students receiving an A or a B in numeracy to 60%
- In numeracy increase the number of students achieving a C or higher to 95%
- Increase attendance rate for all students to 95%
- 100 % of year 3 and year 5 students to reach national minimum standards (NMS) in NAPLAN and 60% in upper two bands (U2B) in both reading and writing, and numeracy

School Strategic Plan Strategy:	Early identification and intervention action plans for students not reaching benchmarks in first term of attendance. General teachers and SEP teachers are co teachers for students with disabilities (SWD) and teachers are case workers for all students (with SEP teacher if applicable)	
Actions	Responsible Officer(s)	
Tracking of student achievement through planning meetings, data meetings, class profile, continuums, A-E data and relative gain I4S	Principal, Deputy Principal, HOD, HOC, HOSES	
Classroom teachers and SEP teachers co teaching to differentiate curriculum to meet all needs within the classroom. Professional development on ICP's and differentiation for beginning teachers I4S	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES	
Teacher aide time to assist teachers to meet the needs of all students not reaching benchmarks and/or students with disabilities I4S	Rosalind Clay, Rachael Moloney, Caren Salo, Megan Siepen, Krystie Smoothery	





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Oral language screener for prep students and extra speech language pathology time purchased by school to provide early intervention for speech language		Rosalind Clay, Caren Salo, Megan Siepen
School Strategic Plan Strategy:	Students set own learning goals as negotiated with the teacher directly linked to data, Visible Learning, and Deep Learning New Pedagogies (NPD) to ensure engagement and differentiation. Teachers create and keep updated data walls and clear success criteria is discussed with all students	
Actions		Responsible Officer(s)
Data walls, bump it up walls, learning walls are utilised, accurate and up to date		Principal, Deputy Principal, HOD, HOC, HOSES
School Strategic Plan Strategy:	Classroom environment incorporating student exemplars used as reference point regularly with timely feedback.	
Actions		Responsible Officer(s)
Exemplars are created with students prior to the commencement of units of work, are annotated and are reviewed during the unit, links are made to the Guide to Making Judgement (GTMJ -success criteria)		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
School Strategic Plan Strategy:	Student led interviews with parents on academic achievement twice a year	
Actions		Responsible Officer(s)
Continuation of student lead interviews with teachers and parents		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
School Strategic Plan Strategy:	Teachers meet in professional learning teams (PLT's) to collaborate, plan, moderate, and reflect as per the Inquiry Model on a regular basis in teaching teams - this includes SEP teachers	
Actions		Responsible Officer(s)
Scheduled timetabling, in block non contact time, fostering professional dialogue for collaborative planning, assessing and moderation purposes, taking a whole school approach to pedagogy (NPD) I4S		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES

School Strategic Plan - 2. Teaching Quality

Long-term targets/desired outcomes





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- Increase in the percentage of students achieving an A or B in English, and an A or B in numeracy to 60%
- Continue to improve the relative gain in NAPLAN in all areas
- 100% of teachers using the literacy and numeracy continuums to track student data; where relevant teachers using Early Start
- More teachers writing their own units of work using Flagstone State School's Whole School Approach to Pedagogy and embedding Deep Learning New Pedagogies (NPDL) into their practice.

AIP targets/desired outcomes

- 100% of teachers embedding key school pedagogical practices for English and Numeracy. This is evidenced through HOD planning and data meetings, formal observations, walkthroughs and curriculum. I4S
- 100% of teachers receiving targeted and timetabled teacher aide time within classrooms to support their teaching and their student learning I4S

School Strategic Plan Strategy:	Professional development in Deep Learning and teaching strategies that embrace the research of Michael Fullan, John Hattie, Joanne McEachern, Lyn Sharrat resulting in deep level learning and high rigour teaching showing a clear line of sight from the Australian Curriculum to classroom practice	
Actions	Responsible Officer(s)	
100% of teachers accessing professional reading resources : Deep Learning I4S	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES	
Ongoing links with NPDL network of schools; Regional Project Officer delivering PD (critical friend) I4S	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES	
Links with Greg Mitchell (critical friend) PD focusing on positive teaching learning practices, teacher student relationships and engagement aligning with NPDL practices I4S	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES	
School Strategic Plan Strategy:	Professional development in the teaching of numeracy specifically Yumi Deadly Maths for teachers new to Flagstone State School (FSS) or those who need to build capacity in this to ensure it is embedded in practice at FSS	
Actions	Responsible Officer(s)	
Scheduled PD for 100% staff - investigating and embedding Yumi teaching practices i4S	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES	





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Continue with scheduled learning walks and feedback sessions for all teachers in the teaching of mathematics		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
invest in quality hands on resources to enable effective practices to embed Yumi practices across the whole school I4S		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
School Strategic Plan Strategy:	Professional development in the teaching of literacy specifically reading and writing for all teachers who need to build capacity in this area in order to increase learning outcomes for students	
Actions		Responsible Officer(s)
Scheduled PD for 100% staff in the teaching of reading; running records; phonemic awareness program; and modelled shared guided reading I4S		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Scheduled PD for 100% staff in writing genres and data walls; and writing processes I4S		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Engage with the Reading and Writing Learning Centre		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Continue with scheduled learning walks and feedback sessions for all teachers in the teaching of reading and writing		Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
School Strategic Plan Strategy:	Clear line of sight from the Australian Curriculum to yearly overviews, unit plans, weekly plans and daily plans to the implementation into the classroom pedagogy that aligns with NPD. Plans are to be accessible in orange folders, in wet areas outside the classrooms, and available on the school web	
Actions		Responsible Officer(s)





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Monitor all are current and up to date at all times.	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Scheduled walk through across whole school with leadership team, during English and Math lessons	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Scheduled meetings with year level teachers, SEP teachers, and leadership team discussing assessment, unit plans, lesson plans, guide points and data	Principal, Deputy Principal, HOD, HOC, HOSES
School Strategic Plan Strategy:	100% of teachers completing their Annual Performance Review in term 2 with principal to identify personal goals to improve professional practice
Actions	Responsible Officer(s)
Scheduled meetings with principal for all teaching staff to engage in professional dialogue and complete APR process electronically using One Portal template throughout the year	Principal
School Strategic Plan Strategy:	100% of teachers participating in the formal moderation process at school in literacy and numeracy each term and possibly cluster level once a year to build consistency and confidence in teacher judgement
Actions	Responsible Officer(s)
Teachers actively engage in the moderation process at a school level on a termly basis for English and Maths	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Re-ignite cluster level moderation	Deputy Principal, HOD, HOC, HOSES
School Strategic Plan Strategy:	Timetabled formal classroom observations and feedback discussions for all teachers to continue
Actions	Responsible Officer(s)
Regular learning walks, walkthroughs, and formal observations are scheduled on a termly basis.	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES

School Strategic Plan - 3. Collaborative Empowerment





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Long-term targets/desired outcomes

- 100% of beginning teachers and teachers new to the school engaging in the school's induction process
- Senior teachers within the school especially senior experienced teachers encouraged and given opportunities for experiencing leadership roles with view to upskilling
- Teachers will be actively engaged in mentoring and coaching processes across the school, linked to individual teacher's Annual Performance Reviews (APR's).
- Improvement in school data (school based and systemic) - SORD

AIP targets/desired outcomes

- 100% of teachers actively engaged in the coaching and/or mentoring process, sharing best practice with staff and/or receiving coaching and mentoring. I4S

School Strategic Plan Strategy:	Professional development calendar is timetabled and aligned to the school's Strategic Plan and Annual Implementation Plan and has a clear direction towards building capacity of teachers acknowledging teacher efficacy equals good student outcomes	
Actions	Responsible Officer(s)	
Scheduled professional development on key pedagogical practices. I4S	Principal, Deputy Principal, HOD, HOC, HOSES	
School Strategic Plan Strategy:	Continue to provide coaching and mentoring opportunities as dictated by need and data driven	
Actions	Responsible Officer(s)	
Scheduled weekly opportunities for teachers to access timetabled WOW sessions-process incorporates self nomination and leadership nomination I4S	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES	
Professional Development calendar created linked to AIP priorities and in response to APR needs analysis results	Principal, Deputy Principal, HOD, HOC	





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School Strategic Plan Strategy:	Investigate training further staff in The Berry Street Model or similar trauma training to strengthen whole school understanding and expertise in working with students affected by trauma and supporting the wellbeing of all students
Actions	Responsible Officer(s)
Scheduled professional development on the Berry St Model, when offered and implemented as a whole school strategy I4S	Principal, Deputy Principal, Guidance Officer, HOD
Senior Guidance Officer to deliver trauma PD generally to all staff, and then to target specific staff training requirements in order to cater to the needs of complex students in school	Principal, Deputy Principal, Guidance Officer, HOSES

School Strategic Plan - 4. Inclusive Education

Long-term targets/desired outcomes

- 100% of students on ICP's who are eligible are supported to achieve to capacity
- 100% of students on ICP's achieving a C in English and mathematics

AIP targets/desired outcomes

- 100% of ICP students reaching C standard of above.

School Strategic Plan Strategy:	Classroom teachers and SEP teachers co teach and ensure ICP's for all eligible students are complete by week 6 of term 1
Actions	Responsible Officer(s)
SEP Teachers and Classroom teachers co-teaching in year levels	Principal, Deputy Principal, HOD, HOC, HOSES
SEP Teachers and Classroom teachers co-teaching in year levels	Principal, Deputy Principal, HOSES
Classroom teachers and SEP teachers attend HOD scheduled meetings discussing data and students	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Classroom Teachers attend Student Needs Action Committee (SNAC) scheduled meetings discussing data and students and enacting referrals and action plans	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES





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School Strategic Plan Strategy: Teachers work with Head of Inclusion to differentiate the delivery of the curriculum as per ICP within mainstream classroom where possible	
Actions	Responsible Officer(s)
Flagstone State School delivers inclusive education addressing each student's specific needs (social, emotional, academic and physical)	Principal, Deputy Principal, HOD, HOSES
Expectation that teachers complete a differentiation document / plan, this is embedded into unit plans and lesson sequence	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

RClay

Principal

Kellee Hodge

P and C / School Council

Assistant Regional Director



**Queensland
Government**