



# Upper Mount Gravatt State School

## 2016 Annual Implementation Plan

### Improvement Priority 1. School Pedagogical Framework

<b>Strategy:</b>	Use Pedagogical Framework as a basis for teaching and align this through planning meetings, staff meetings, classroom walkthroughs and Personal Development Conversations .		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Administration team will use Covey's 7 Habits to have coaching conversations to align our current practice with our Pedagogical Framework		Principal, Deputy Principal, HOC	
<b>Strategy:</b>	Ensure that all curriculum planning is aligned to ACARA		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
All teachers have access to quality planning sessions each term with the Head of Curriculum.		HOC	
<b>Strategy:</b>	Develop and document the schools approach to the explicit teaching of reading, writing, spelling, grammar and punctuation		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Ensure that our explicit school improvement agenda is focussed and narrow. Our Head of Curriculum will develop school plans around literacy with Multi Lit as a platform.		HOC	
<b>Strategy:</b>	Develop and document the schools approach to the explicit teaching of numeracy		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
The Deputy Principal will lead our Numeracy Plan with consultation from Doctor Stephen Norton		Deputy Principal	
<b>Strategy:</b>	Use digital devices to enhance teaching and learning in accordance to BYO -X initiative		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Ensure that all year 3 to 6 students have access to a digital platform and engage in innovative curriculum design.		Simon Bingley, Susan Brook, Stephen Good, Phillip Guy	
Initiate 1 to 1 Ipad classrooms in years 2, 4 and Year 4/5		Simon Bingley, Susan Brook, Stephen Good	
<b>Strategy:</b>	Focus on data analysis using One School		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Deputy Principal to Develop a Data Plan and assist staff to access and interpret data to inform quality practice.		Phillip Guy	





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## Improvement Priority 1. School Pedagogical Framework

<b>Strategy:</b>	Develop a School Wide Professional Development Plan		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop School Based Professional Development Plan that supports the School Improvement Agenda.		Susan Brook	
<b>Strategy:</b>	Promote emotional intelligence as a pedagogical approach		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Ensure that You Can Do It and ROC Race Initiative is the major focus of our Parent Engagement Framework and linked to every aspect of school life and curriculum planning.		Derek Brady, Susan Brook, Stephen Good	
<b>Strategy:</b>	Develop Individual Curriculum Plans in One school for identified students		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
All identified students have detailed ICPs in One School		Jenny Angus, Elizabeth McShane, Yvette Montgomerie	





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### Improvement Priority 2. Reading

<b>Strategy:</b>	Ensure that Whole School Reading Process is explicitly and consistently taught in all year levels		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
All teachers use our School Based Reading Plan using the Lit Program as a platform. Identified students have access to the Lit Program and Before School Programs		Derek Brady, Susan Brook, Yvette Montgomerie	
<b>Strategy:</b>	Employ a fulltime Literacy Coach to support teachers, students and families.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Head of Curriculum and Master Teacher engage staff in coaching conversations using Covey and the UMG Pedagogical Framework.		Susan Brook	
<b>Strategy:</b>	Ensure that our data collection procedures are explicit and focussed on student learning.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Data Coach develops a detailed data plan to assist all staff to engage quality learning		Phillip Guy	
<b>Strategy:</b>	Develop a range of innovative and flexible approaches to improving reading such as Fantastic Fours, Terrific Twos, NAPLAN Support Teacher and Intensive Reading Teacher.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop an intensive literacy and numeracy intervention plan with a focus on early years reading and upper two bands in literacy and numeracy		Derek Brady	

### Improvement Priority 3. Numeracy

<b>Strategy:</b>	Continue to work with Doctor Stephen Norton and Griffith University unpacking the teaching of MATHEMATICS		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Deputy Principal work closely with Stephen Norton to develop a comprehensive Numeracy Plan		Phillip Guy	
<b>Strategy:</b>	Develop a range of innovative and flexible approaches to improving number such as Fantastic Fours, Terrific Twos, NAPLAN Support Teacher and U2B Projects		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Deputy Principal to plan and implement Before school program and U2B Metro Numeracy project for years 3 and 5		Elizabeth McShane, Yvette Montgomerie	
<b>Strategy:</b>	Continue to collect Pat Maths and MTS online data to inform our teaching practice.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Deputy Principal to Develop a Data Plan and assist staff to access and interpret data to inform quality practice.		Phillip Guy	





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## Improvement Priority 3. Numeracy

<b>Strategy:</b>	Ensure there is a whole school approach to the explicit teaching of problem solving		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Work closely with Stephen Norton to Develop a coordinated approach to problem solving		Phillip Guy	

## Improvement Priority 4. Writing

<b>Strategy:</b>	Use the Teaching and Learning Cycle to ensure that all writing genres are explicitly taught using the Gradual Release Model.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Ensure that teachers make direct links with reading and writing. All students have access to daily writing through drop everything and Write		Susan Brook, Phillip Guy	
Ensure that teachers make direct links with reading and writing. Use the pedagogical Framework to ensure that teachers use all stages of the teaching and Learning cycle		Susan Brook, Phillip Guy	
<b>Strategy:</b>	Ensure that there is an explicit link between the teaching of reading and writing		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	

## Improvement Priority 5. Science

<b>Strategy:</b>	Ensure that curriculum planning is aligned to ACARA and that assessment items are engaging and rigorous.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
All teachers have access to quality planning sessions each term with the Head of Curriculum.		HOC	
Appoint a STEM Teacher to facilitate the implementation of this initiative		Kimberley English	





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## Improvement Priority 6. Retention

<b>Strategy:</b>	Implement Parent Engagement Framework		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Social and Emotional Learning underpins everything we do and that the ROC Race and TREIC drive our community and business agenda.		Derek Brady, Stephen Good	
Employ a Community Engagement Officer to market the school and strengthen the community links.		Kimberley English	
Become an EQI accredited school and promote Study Tours		Jenny Angus, Lilian Chan, Kimberley English, Phillip Guy	

## Improvement Priority 7. Attainment

<b>Strategy:</b>	Ensure that our data collection procedures are explicit and focussed on student learning.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Data Coach develops a detailed data plan to assist all staff to engage quality learning		Phillip Guy	





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### Improvement Priority 8. Transition

<b>Strategy:</b>	Continue to work closely with Upper Mount Gravatt Kindergarten, promoting weekly visits, open days and transition days		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue to develop strong relationships with all Pre Prep Providers		Kimberley English, Suzanne Hawkes, Sharon Jackson	
<b>Strategy:</b>	Pre Prep Coordinator to work closely with our 9 Feeder Kindergartens		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue to develop strong relationships with all Pre Prep Providers		Kimberley English, Suzanne Hawkes, Sharon Jackson	
<b>Strategy:</b>	Continue to work closely with surrounding State High Schools		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue to work closely with all surrounding high schools with a focus on Year 7 NAPLAN and seamless transitions		Derek Brady, Susan Brook	

### Improvement Priority 9. Attendance

<b>Strategy:</b>	Continue to develop Emotional Intelligence Curriculum through High and Low Ropes Course		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop ROC Race and TREIC Community initiative		Derek Brady, Stephen Good	
<b>Strategy:</b>	Continue to monitor and follow up with students who don't attend regularly		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Deputy Principal to monitor attendance of all students and report to the Administration team to develop plans to improve attendance.		Phillip Guy	
<b>Strategy:</b>	Utilise support services such as Chaplaincy, Kids Hope and Skattles to support families with attendance		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Ensure that all families have access to supportive services. The special needs team will monitor families in need.		Principal, Deputy Principal, Guidance Officer, HOC, HOSES	





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### Improvement Priority 10. Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

<b>Strategy:</b>	Develop Education Support Plans for all indigenous students		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
The STLAN will develop Plans for all Indigenous students		Yvette Montgomerie	
<b>Strategy:</b>	Ensure that all at risk indigenous students have a Kids Hope Mentor		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Special needs will monitor this process		Michelle McLean, Yvette Montgomerie, Robyn Weare	
<b>Strategy:</b>	Maintain depth of indigenous student leadership		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Principal will continue to develop a quality leadership program and identify future leaders		Derek Brady	
<b>Strategy:</b>	Continue to strengthen our School Community Engagement Framework		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Principal to ensure that the all community members are involved in all aspects of school life.		Derek Brady	

#### Endorsement

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

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Principal

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P and C / School Council

