



# Birdsville State School

## 2020 Annual Implementation Plan

### Improvement Priority 1. Australian Curriculum

#### Targets

100% of students achieve a C or higher in English, Maths, Science and HASS. 100% of students achieving NMS or higher in NAPLAN.  
 100% of OA schools participate in an audit, rewrite, implementation & embedding of the P-6 Curriculum Planning Model, based on V8 of the AC; adjusting as necessary to suit individual school contexts.  
 100% of staff in the Outback Advantage Cluster develop their expertise and capability in teaching STEM.  
 100% of students engaged in the development of computational thinking skills.

**Strategy:** Implement and review trial units for the P-6 Curriculum Planning Model in English, Maths, Science and HASS using Version 8 of the AC. Create and implement the Knows and Dos for each English unit.

Actions	Timeline	Responsible Officer(s)
Outback Advantage schools continue collaboration with C2C curriculum team to implement P-6 Curriculum Planning Model of the AC V8.	Ongoing	Sarah Dioth, Gina Sanders
Provide feedback to the C2C Curriculum Team on the P-6 Curriculum Planning Model to further improve and enhance curriculum quality.	Ongoing	Sarah Dioth, Gina Sanders
Outback Advantage schools will jointly fund a HOC to maintain Sharepoint site (SPOT Single Point of Truth) to centrally locate curriculum documents, on a needs basis.	Ongoing	Gina Sanders
OA to collaboratively develop the 3 levels of planning for a curriculum framework.	Ongoing	Gina Sanders





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100% of staff in the Outback Advantage Cluster develop their expertise and capability in teaching STEM.

100% of students engaged in the development of computational thinking skills.

<b>Strategy:</b>	Develop a contextualised, cohesive plan and sequence overview for Number, to complement the P-6 Curriculum Planning Model for Mathematics through a collaborative sharing of resources.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue work with C2C team, trialling and providing feedback on P-6 Math Units re-aligned for 2020.		Ongoing	Sarah Dioth, Gina Sanders
Collaborate with Cluster Teacher to interrogate NCR & Gympie Alliance pre/post Mathematics diagnostics to develop and deliver pre/post Math diagnostics aligned to the P-6 Math Units.		Ongoing	Sarah Dioth, Gina Sanders
Collaborate with Cluster Teacher to develop BSS Maths Overview each term ensuring a clear plan of teaching responsibilities in Mathematics.		Ongoing	Sarah Dioth, Gina Sanders
<b>Strategy:</b>	Integrate Technology in a multi-age classroom.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Engagement of PD through external providers.		Ongoing	Sarah Dioth, Gina Sanders
Continue ongoing partnership for delivery of Technology to YR 4-6 students via the IMPACT Centre.		Ongoing	Sarah Dioth, Gina Sanders
Provide ongoing cluster support to the Principal Ilfracombe SS to interrogate P-6 Curriculum Planning Model units Cycle A for opportunities to integrate Technology in contextualised learning.		Ongoing	Gina Sanders





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## 2020 Annual Implementation Plan

### Improvement Priority 2. Collaborative Partnerships

#### Targets

Shared understanding and written agreement pertaining to the role and responsibilities of the Cluster Teacher in the Diamantina.

SOS reflects parents feel their opinion is valued, they have opportunities to provide input and participate at school events, there is good communication between school and home.

**Strategy:** Collaboratively write a clear statement outlining the role, responsibilities, expectations and accountabilities of the shared Cluster Teacher.

Actions	Timeline	Responsible Officer(s)
Review the EQ position description for classroom teachers.	Term 2	Sarah Dioth, Gina Sanders
Identify the expectations of the Cluster Teacher role in the Diamantina.	Term 2	Sarah Dioth, Gina Sanders
Working from the position description and the identified expectations, jointly construct a set of shared accountabilities for the Cluster Teacher.	Term 2	Sarah Dioth, Gina Sanders
Ensure a record of the shared accountabilities is stored on the Outback Advantage SPOT, locally on G:/ in the Principal folder and in the school transition booklet for incoming Principals.	Term 2	Sarah Dioth, Gina Sanders

**Strategy:** Collaboratively implement a process of regular discussion of student achievement data through formal conversations to reflect on the effectiveness of teaching practice with the Cluster Teacher, Birdsville Principal and Bedourie Principal.

Actions	Timeline	Responsible Officer(s)
Each school to engage a DRT for 1 day per Semester providing the Cluster Teacher with the opportunity to discuss data, pedagogy and planning in collaboration with each Principal.	Ongoing	Sarah Dioth, Gina Sanders
In addition to ongoing informal discussions, formally meet mid-term for a full staff meeting including TA to review goals and student progress.	Ongoing	Joel Blyth, Sarah Dioth, Soraya Pascoe, Gina Sanders
Collect pre/post diagnostic Maths data each term.	Ongoing	Sarah Dioth, Gina Sanders
Undertake reading diagnostics using Pearson DRA at least twice per year for students in Yr 3-6, once per term for students in P-2 or more frequently where required, based on individual student needs.	Ongoing	Sarah Dioth, Gina Sanders
At the commencement of each term analyse most recent student data and co-write academic goals in Maths and Reading for each student.	Ongoing	Sarah Dioth, Gina Sanders





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**Strategy:** Collaboratively develop a workforce plan, in consultation with regional HR personnel, to ensure high quality teachers are attracted to and retained as part of the teaching team in Diamantina schools.

Actions	Timeline	Responsible Officer(s)
Continue engaging with the CLAW for any support or resources they can provide.	Ongoing	Gina Sanders
Consult with HR as to the first steps for constructing a workforce plan.	Term 3	Gina Sanders
Work with and provide support for the existing Cluster Teacher to develop a transition booklet for future cluster teachers.	Term 4	Sarah Dioth, Gina Sanders
Create a workforce plan to attract and maintain high quality Cluster Teachers.	Term 4	Sarah Dioth, Gina Sanders

**Strategy:** Extend opportunities to parents and community to be active participants in school events, consultative processes, P&C and the like.

Actions	Timeline	Responsible Officer(s)
Commencing 2020 share student work and celebrate student achievement with a short monthly parade held on a Friday afternoon at 2.35pm. Extend invitations for parents & community guests to attend.	Ongoing	Sarah Dioth, Soraya Pascoe, Gina Sanders
Extend invitations for parents to participate in school activities such as PE, practical Art & Science, Fun Run, Open Day, Fundraising and other incidental learning opportunities as they arise.	Ongoing	Sarah Dioth, Soraya Pascoe, Gina Sanders
Promote P&C as a mechanism for parent input & consultation. Continue advertising meetings in newsletter, on school sign & FB. Additional communication via email, text message & letter as required.	Ongoing	Sarah Dioth, Soraya Pascoe, Gina Sanders







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## 2020 Annual Implementation Plan

### Improvement Priority 3. Building Staff Capability

#### Targets

100% of staff complete mandatory PD and participate in PD appropriate to each role, in order to ensure all are equipped with required skills & knowledge to impact the school improvement agenda.

**Strategy:** Ensure all staff members are aware of their key duties.

Actions	Timeline	Responsible Officer(s)
Ensure each permanent staff member has participated in a PPDP discussion and planning process at the start of the year, at re-commencement or on appointment.	Term 1	Joel Blyth, Sarah Dioth, Soraya Pascoe, Gina Sanders
Ensure positive and constructive feedback is provided both formally (mid-year) and as required.	Ongoing	Sarah Dioth, Soraya Pascoe, Gina Sanders

**Strategy:** Provide opportunities to all staff to undertake PD in areas aligned to school improvement.

Actions	Timeline	Responsible Officer(s)
Identify PD required and source opportunities via webinar, podcast, elearning or travel for face to face learning.	Ongoing	Joel Blyth, Sarah Dioth, Soraya Pascoe, Gina Sanders
Apply for, undertake and provide a record of PD completed.	Ongoing	Joel Blyth, Sarah Dioth, Soraya Pascoe, Gina Sanders
Where appropriate, share learning acquired at training during staff meetings.	Ongoing	Joel Blyth, Sarah Dioth, Soraya Pascoe, Gina Sanders
Maintain training records in staff training folder.	Ongoing	Soraya Pascoe, Gina Sanders





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### Improvement Priority 4. Efficient use of Oneschool for Planning and Recording Processes

#### Targets

100% of students have diagnostic data recorded on Oneschool.  
100% of students are plotted on the Literacy and Numeracy Continuum.

<b>Strategy:</b>	Develop, implement and embed the use of Oneschool Student Support Provision module to differentiate for individual student needs.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Ensure all teaching staff know how to record support provisions and diagnostic data in Oneschool.		Term 1	Sarah Dioth, Soraya Pascoe, Gina Sanders
Record any adjustment or modification made to address individual student needs on Oneschool in Support Provisions.		Ongoing	Sarah Dioth, Gina Sanders
At the end of each reporting period update the Literacy and Numeracy Continuum for each student to reflect current capabilities and identify where student needs lie.		Ongoing	Sarah Dioth, Gina Sanders
<b>Strategy:</b>	Develop, implement and embed the use of the Oneschool Assessment module to demonstrate accountability and preserve student records for future reference and use.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Ensure staff are familiar with how to upload student assessment records in Oneschool.		Term 1	Sarah Dioth, Soraya Pascoe, Gina Sanders
Ensure relevant assessment records are uploaded to Oneschool on completion of the reporting period.		Ongoing	Sarah Dioth, Soraya Pascoe, Gina Sanders

#### Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

