



Crestmead State School

2023 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Embed an accountability framework attached to reviewed executive leadership responsibilities that are aligned with the school's priorities.

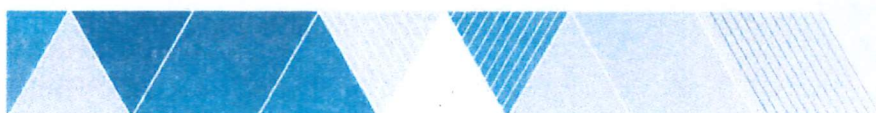
Long-term targets/desired outcomes

- Each leadership team member has clear pedagogical and achievement targets attached to their role statement, which includes timelines and which is elaborated in an associated action plan.
- Targeted development and capacity building of the whole leadership team to bring unity in regard to the strategic leadership agendas.
- Leadership team members regularly check-in with the whole team and separately with the Principal as part of an accountability and progress reporting process for their specific targets and responsibilities.
- Development of two or three strategic agenda goals that all leaders are committed to and work to develop over time.

AIP targets/desired outcomes

- Roles and responsibilities for each leadership team member are documented in the staff handbook and reflect the department's strategic plan around Equity and Excellence.

School Strategic Plan Strategy:	Continue to invest in an extended leadership team to provide depth of leadership and capacity to manage community complexity across all areas of operations.	
Actions		Responsible Officer(s)
Fund an additional deputy principal, 4 coaches (early years, LPT, curriculum) and a HOD (curriculum) to support teachers to improve English and maths learning outcomes.		Sharon Bailey, Tim Farrell
School Strategic Plan Strategy:	Review roles and responsibilities in the interest of team unity and alignment to support whole-school direction.	
Actions		Responsible Officer(s)
Knowledgeable Others to support implementation of leading learning collaborative work (#1, 6, 14), with a focus on learning intentions, success criteria, descriptive feedback and case management.		Andrew Erbacher, Tim Farrell, Kristie Gibson, John Hamilton, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Zoie Robertson, Melinda Stewart, John Tucker, Kelly Wicks
School Strategic Plan Strategy:	Engage in a strategic planning process to develop two or three strategic agendas that provide a clear and unified future direction.	
Actions		Responsible Officer(s)





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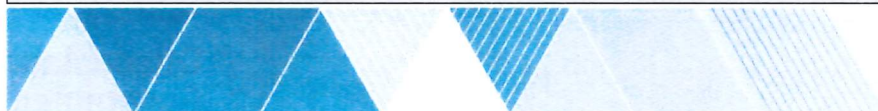
Improve English results through a sharp focus on the explicit teaching of reading and visible learning walls in writing.	Tim Farrell, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Melinda Stewart, John Tucker
Continue building a shared understanding of high yield signature pedagogies in reading (shared, annotated read) and writing in PLT's, year level meetings and written communications.	Andrew Erbacher, Kristie Gibson, John Hamilton
Unpack the Equity and Excellence strategic plan with a focus on improvements in English, maths, attendance, and staff well-being.	Kim Baker, Andrew Erbacher, Kristie Gibson, John Hamilton, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Zoie Robertson, Melinda Stewart, John Tucker
School Strategic Plan Strategy:	Allocate resources to enable the above and review effectiveness at least annually.
Actions	Responsible Officer(s)
Leadership team and coaches to work with teachers to analyse the data to inform and differentiate instruction for each learner to discover what works best.	Andrew Erbacher, Tim Farrell, Kristie Gibson, John Hamilton, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Zoie Robertson, Melinda Stewart, John Tucker, Kelly Wicks

School Strategic Plan - 2. Establish clear targets for student learning that are monitored through regular data cycles and promote a belief that further improvements in student outcomes are possible.

Long-term targets/desired outcomes

- Achievement data and targets, including aspirational targets, are clearly stated, analysed and reviewed through regular data cycles.
- Leaders and teachers use regular data cycles to inform pedagogy and identify/review goals to improve student/class achievement.
- Continue to develop consistent pedagogical practices in classrooms in order to improve student achievement.
- Development of proactive strategies to improve student achievement, attendance and behaviour.

AIP targets/desired outcomes





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- English LOA - prep 80 % A-C, 50% A-B; yrs 1-6 70% A-C, 40% A-B. 90% attendance, 20% unexplained absences, no SDA's in prep and year 1, 8% tier 3 students, < 3000 major behaviours, 80% EBS completion.

School Strategic Plan Strategy:	Analyse and respond to data through an inquiry cycle each term in PLTs or other appropriate forums such as team meetings or professional learning days.
Actions	Responsible Officer(s)
Analyse data to inform and differentiate instruction for each learner each week through PLT's, year level team meetings, WOW time and case management meetings.	Andrew Erbacher, Tim Farrell, Kristie Gibson, John Hamilton, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Zoie Robertson, Melinda Stewart, John Tucker, Kelly Wicks
School Strategic Plan Strategy:	Leaders determine clear targets for achievement (academic, behaviour and attendance) and share the targets with staff. Review targets over time.
Actions	Responsible Officer(s)
English A-C 80% prep, 70% yrs 1-6; A-B 50% prep, 40% yrs 1-6; Attendance 90%, < 3000 major behaviours, reduced SDA's,	Tim Farrell
School Strategic Plan Strategy:	Link student data analysis with the investigation of evidence-based pedagogical practices and effective curriculum teaching through PLTs, WOW time and coaching work of pedagogical mentors.
Actions	Responsible Officer(s)
Use data walls to determine case managed students. Use evidenced based strategies to set goals for these students.	Tim Farrell, Kristie Gibson, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Melinda Stewart, John Tucker
Use the assessment and instruction waterfall chart to leverage English improvement. Focus on learning intention, success criteria and descriptive feedback.	Tim Farrell, Kristie Gibson, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Melinda Stewart, John Tucker
School Strategic Plan Strategy:	Identify and analyse individual/class/cohort data to develop strategies to improve student achievement.
Actions	Responsible Officer(s)





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Conduct learning walks and talks (asking the 5 questions of students) in classrooms to gauge student learning and identify next steps in learning for students and teachers.	Tim Farrell, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Melinda Stewart, John Tucker
Interrogate school data (Oneschool, SORD, data plan) to identify what's so, next steps, and to measure growth in student learning.	Andrew Erbacher, Tim Farrell, Kristie Gibson, John Hamilton, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Zoie Robertson, Melinda Stewart, John Tucker, Kelly Wicks

School Strategic Plan - 3. Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Long-term targets/desired outcomes

- Leadership team members have clear pedagogical and achievement targets, which align with the pedagogical framework and school data targets.
- Development of a refined, concise and clear pedagogical framework.
- Leadership team members regularly report to the whole leadership team using an inquiry process, on relevant pedagogical and achievement data and/or professional development, as part of their own accountability and capacity development.

AIP targets/desired outcomes

- Leaders engage with regional work including LLC (Learning Fair September 8), PLC with 3 other schools (Waterford, Waterford West, Edens Landing), staff well being and ASD project (prep).

School Strategic Plan Strategy:	Identify and analyse data to develop strategies to improve student achievement.
Actions	Responsible Officer(s)





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Use case management meetings (CMM #6) to improve learning outcomes for students achieving D's in English.		Andrew Erbacher, Tim Farrell, Kristie Gibson, John Hamilton, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Anusia Naidu, Zoie Robertson, Melinda Stewart, Kelly Wicks
School Strategic Plan Strategy:	Leadership team members establish and set clear pedagogical and student achievement targets.	
Actions		Responsible Officer(s)
High level of achievement (LOA) targets around English established. Communicate high expectations of students and teachers (#1) to reflect improved A-E English LOA outcomes for students.		Tim Farrell
School Strategic Plan Strategy:	Opportunities for leadership team members to attend professional development specific to pedagogical and achievement targets.	
Actions		Responsible Officer(s)
Leaders to participate in the cohort 3 and 4 learning fair (September) and attend other PD opportunities that will improve English outcomes.		Tim Farrell, Anthony Larkin, Brett Leadbetter, Jaey Limb, Meliha Mesalic, Melinda Stewart, John Tucker
School Strategic Plan Strategy:	Regular component within leadership team meetings to develop responsive strategies based on pedagogical and achievement data.	
Actions		Responsible Officer(s)
Identify, create and implement solutions to problems of practice at weekly leadership meetings.		Tim Farrell

School Strategic Plan - 4. Strengthen strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

Long-term targets/desired outcomes

- Achievement of a culture change over time regarding the operations of LPT and inclusive practices, that is characterised by positivity, professionalism and shared ownership.
- Alignment of proactive and response services for students with significant additional support needs in social, emotional and behavioural aspects.
- Staff are fully aware of their obligations under disability legislation and policy and school expectations.
- Inclusive practice to evolve over four years with increasing precision as culture change and staffing allows.

AIP targets/desired outcomes



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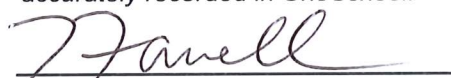
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- Improved English A-E data of subgroups especially, NCCD, First Nations, Pacifica and students in care. Reduced SDA's for First Nations and students in care. No SDA's for students in prep or year 1.

School Strategic Plan Strategy:	Write a clear, incremental plan for our school's inclusive education journey that is agreed by the leadership team, understanding this is a longer-term work in progress.
Actions	Responsible Officer(s)
Refine LPT processes to ensure maximum engagement and outcomes of NCCD students using expertise of deputy principal inclusion, LPT coach, LPT case managers and support staff.	Melinda Stewart, Kelly Wicks
Use expertise of Barna Jarjum and The Originals groups to leverage outcomes for First Nations students.	Chris Atkinson, Lauren Bovey-Richardson, Antionette Habib, Adam Ivory, Jaey Limb, Margaret Mazzaracca, Jean Murdoch, Louise Nicholls, Claire Webb, Gemma Zimmermann

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.


Principal


P and C / School Council


Assistant Regional Director



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