



Alexandra Hills State School Annual Implementation Plan 2017



Improved communication

Collaboratively develop and enact a set of communication protocols, which facilitate interactions amongst all staff and the broader community

Community involvement and ownership			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Establishment of a bi-annual <i>Parent Forum</i> strategy as an engagement and PR tool. Initiate a <i>Whole-School Community Forum</i> focusing on communication, informing the development of a comprehensive <i>Alexandra Hills State School Community Strategy</i>; ensuring the school community is well informed of all school improvement initiatives. 	SOS S2025. 80% of parents believe that <i>Alexandra Hills State School</i> keeps them well informed.	Term 4, 2017	Principal
	SOS S2096. 90% of staff felt that <i>Alexandra Hills State School</i> keeps them well informed about the things that are important to their work.	Term 1, 2017	Teaching and Learning Team
	Collaborative development of <i>Alexandra Hills State School Communication Agreement</i> .	Term 4, 2017	Principal
		Term 1, 2017	Principal
Utilisation of a variety of communication tools			
<ul style="list-style-type: none"> Use social media through the use of a school <i>Facebook</i> site and the use of <i>QSchool</i> and <i>QParent</i> to communicate directly to community members. Utilise <i>OnePortal</i> to communicate with all staff, giving a two-way communication tool providing up-to-date information, resources, policies and a calendar of events. 	Redesign <i>Alexandra Hills State School</i> website with links to <i>QParent</i> and <i>QSchool</i> .	Term 2, 2017	Principal Susan Hayter AAEP
	Collaboratively develop and publish <i>AHSS Communication Policy</i>	Term 1, 2017	Principal

Building a positive school culture

Use regional resources to facilitate a culture building Forum to explore all issues from past and present to address the concerns of all staff so that plans can be made to move strategically forward in a consultative and systematic way.

Individual commitment, awareness and ownership			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> All staff to participate in <i>Annual Performance Reviews</i> to encourage professional practice and learning self-reflection, goal setting and ongoing feedback. Establish a dynamic LCC to allow all members of the school staff to have a voice in the decision making process. Promote the <i>Alexandra Hills State School Staff Social Club</i> to whole-staff to capitalise on social opportunities and celebrations. Establish a <i>Point of Contact</i> document, which clearly identifies individuals nominated for key operational responsibilities. These will form the basis of weekly meetings with the <i>Administration Team</i> to ensure clearly understood responsibilities and follow-up of set tasks. 	<p>All staff to have initiated <i>Annual Performance Reviews</i>.</p> <p>SOS 2016. S2085. 95% of staff believe that the <i>Developing Performance</i> process is beneficial.</p>	<p>Term 1, 2017</p> <p>Semester 2, 2017</p>	<p>Principal</p> <p>Elected LCC</p>
	<p>SOS 2016. S2084 85% of staff feel that moral at <i>Alexandra Hills State School</i> is positive.</p>	<p>Term 1, 2017</p> <p>Semester 2, 2017</p>	<p>Claire Symonds Social Club President</p> <p>Principal</p>
	<p>SOS 2016. S2093 85% of staff feel <i>Alexandra Hills State School</i> has a good team spirit.</p>	<p>Semester 2, 2017</p>	<p>Principal</p>
	<p>Alexandra Hills State School Attendance Policy</p>		
<ul style="list-style-type: none"> Develop and enact the <i>Alexandra Hills State School Attendance Policy</i> in line with departmental policy and school-based issues. 	<p>Implementation of the <i>Alexandra Hills State School Attendance Policy</i>.</p>	<p>Term 1, 2017</p>	<p>Principal Susan Hayter AAEP</p>



A whole-school focus on English

Collaboratively narrow and sharpen the school's Improvement agenda reflective of school-based and systemic data.


Promotion of improvement agenda			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Collaboratively develop short-term targets based on school and systemic data. Collaboratively create a Whole School Action Plan with the Teaching and Learning Team focusing on the explicit teaching of effective reading strategies based on the <i>South East Region Reading Strategy</i> Communicate the English Improvement Agenda and progress to all staff and the school community on a regular basis. 	Review and publication of <i>2016-18 School Wide Assessment Schedule</i> .	Term 1, 2017	Jay Diprose
	Improve Headline Indicator Data for Literacy and Numeracy to orange measures.	Semester 2, 2017	Principal
	Review and publication of <i>Alexandra Hills State School Reading Action Plan</i> .	Term 1, 2017	Teaching and Learning Team
	Development and publication of <i>Alexandra Hills State School Intervention and Support Framework</i> .	Term 1, 2017	Jay Diprose Principal
School-wide approach to data analysis			
<ul style="list-style-type: none"> Monitor student progress through operational structures such as <i>Professional Learning Communities, Curriculum Review Meetings, Data Analysis Meetings, Staff Meetings</i> and <i>Cohort Meetings</i> to ensure a consistent school-wide approach across year levels and throughout the school. 	Introduction of monthly data analysis meetings, primarily focusing on English data.	Term 1, 2017	Principal

Effective utilisation of all resources			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Whole-school community to undertake training focusing on reading and improved pedagogy. Introduce uninterrupted 2 Hour Literacy Blocks for lower primary cohort. 	Development of 2017 <i>Alexandra Hills State School Professional Development Schedule</i>	Throughout 2017	Teaching & Learning Team Principal
	Maintain 100% of Year 3 students make the NMS for reading.	Semester 2, 2017	Principal
	Maintain 100% of Year 5 students make the NMS for reading.	Semester 2, 2017	Principal
	Maintain 55% of Year 3 students in the U2B for reading.	Semester 2, 2017	Principal
	50% of Year 5 students in the U2B for reading.	Semester 2, 2017	Principal
<ul style="list-style-type: none"> Introduction of <i>SSP</i> and <i>Daily 5</i> whole school differentiated approach to the teaching of literacy. 	Improve Headline Indicator Data for Literacy to orange measures.	Semester 2, 2017	Jay Diprose
	Maintain 100% of Year 3 students make the NMS for reading.		
<ul style="list-style-type: none"> Maintain the <i>Smith Family Learners Club</i> and the <i>S2S Reading Investment Program</i>. Identified Year 2 and 3 students who are significantly below their cognitive reading age to participate in weekly tuition. 	90% of students participating in programs record a minimum 3 level improvement in PM Benchmark assessment.	Semester 2, 2017	Thomas Blanch Smith Family Community Partnership Officer Di Hodder and Hannah Bottero



Endorsement

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



Principal

P and C President

Assistant Regional Director