



Leyburn State School

2017 Annual Implementation Plan

Improvement Priority 1. Reading

Strategy:	Implement reading program (STARS & CARS) for students in years 2 (Semester 2) to 6 (Semester 1 & 2)		
Actions		Timeline	Responsible Officer(s)
Implement Investing for Success to increase student attainment.		Ongoing	Sam Gilmore
Strategy:	Increase expectations on sight word bank from 200 words to 300 words by the end of year 1		
Actions		Timeline	Responsible Officer(s)
Implement reading program within the school.		Ongoing	Peter Brouwer, Rebecca Forrest, Sam Gilmore
Implement short term data collection, analysis and review to inform the teaching and learning cycle.		Ongoing	Peter Brouwer, Rebecca Forrest, Sam Gilmore, Alison Kowitz
Strategy:	Promote the use of ICTs in teaching of reading including Reading Eggs Program, IWB and ipad use		
Actions		Timeline	Responsible Officer(s)
Continue use of ICT's in all areas of reading comprehension and writing to increase engagement of students.		Ongoing	Peter Brouwer, Rebecca Forrest, Sam Gilmore

Improvement Priority 2. Writing

Strategy:	Foreground assessment in the planning process		
Actions	Timeline	Responsible Officer(s)	
Continue to foreground assessment in all KLA's and include writing demands of tasks as explicit teaching focus.	Term 4	Peter Brouwer, Rebecca Forrest, Sam Gilmore	
Undertake module 7 Creating Successful Writers with all teaching staff and include teacher aides who engage in support of teaching writing.	Term 1	Peter Brouwer, Robyn Casbolt, Rebecca Forrest, Sam Gilmore, Doreen Grant, Angela Halls, Alison Kowitz	
Develop writing plan for Leyburn State School aligned to teaching of reading.	Term 4	Sam Gilmore	





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Improvement Priority 3. Numeracy

Strategy:	Implementation of PAT maths		
Actions	Timeline	Responsible Officer(s)	
Continue implementation of PAT math.	Ongoing	Rebecca Forrest, Sam Gilmore	
Implement and continue to develop Numeracy program using Essential Assessments testing as basis of tracking achievement.	Ongoing	Rebecca Forrest, Sam Gilmore	
Review alignment of A-E data with PAT and NAPLAN results over the past three years.	Term 3	Peter Brouwer, Rebecca Forrest, Sam Gilmore	

Improvement Priority 5. Retention

Strategy:	Engage with parents of pre-school aged students through playgroup		
Actions	Timeline	Responsible Officer(s)	
School funding of affiliation fees to Playgroup Queensland.	Ongoing	Sam Gilmore	
Provision of teacher aide to support effective learning experiences for all children attending playgroup.	Ongoing	Sam Gilmore, Karen O'Kane	
Principal to attend playgroup to support implementation.	Ongoing	Sam Gilmore	



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Improvement Priority 6. Attainment

Strategy:	Consistent explicit teaching episodes evident within planning and teaching		
Actions		Timeline	Responsible Officer(s)
Implement a range of teaching strategies directly related to individual learning needs.			Rebecca Forrest, Sam Gilmore
Implement Explicit Instruction focused lessons and the teaching of reading in each KLA.			Rebecca Forrest, Sam Gilmore
Engage in coaching and feedback with teaching staff focused on writing and reading process and behaviour.		Ongoing	Peter Brouwer, Rebecca Forrest, Sam Gilmore
Engage in DDSW core module work focused on Creating Successful Writers and through the cluster, STEM and delivery of student feedback.		Ongoing	Peter Brouwer, Robyn Casbolt, Rebecca Forrest, Sam Gilmore, Doreen Grant, Angela Halls, Alison Kowitz
Monitor implementation of explicit teaching episodes.		Ongoing	Sam Gilmore
Strategy:	Implementation of standardised testing across Reading & comprehension, spelling, vocabulary, mathematics and science - PAT testing		
Actions		Timeline	Responsible Officer(s)
Maintain implementation of standardised Progressive Assessment Testing.		Ongoing	Rebecca Forrest, Sam Gilmore
Continue implementation of Prep Early Start screener.		Ongoing	Rebecca Forrest, Sam Gilmore
Strategy:	Data analysis to inform planning and teaching		
Actions		Timeline	Responsible Officer(s)
Maintain culture of data driven decisions focused on behaviour, writing and reading data sets in fortnightly staff meetings.		Ongoing	Sam Gilmore
Engage in data analysis of A-E results across Science, English and Mathematics across the school towards student achievement improvement.		Ongoing	Sam Gilmore
Strategy:	'Guide to making judgement' criteria discussed and explained to students at the commencement of the unit		
Actions		Timeline	Responsible Officer(s)
Engage in focused student feedback towards increasing students attainment when using guide to making judgements.		Ongoing	Peter Brouwer, Rebecca Forrest, Sam Gilmore





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Improvement Priority 6. Attainment

Strategy:	Timely feedback to students on tasks		
Actions		Timeline	Responsible Officer(s)
Continue and improve in feedback delivery to students through verbal, non-verbal means including marking all student work.		Ongoing	Peter Brouwer, Rebecca Forrest, Sam Gilmore
Engage in collaboration day PD to improve student feedback knowledge and processes.		Ongoing	Peter Brouwer, Robyn Casbolt, Rebecca Forrest, Sam Gilmore, Doreen Grant, Angela Halls, Alison Kowitz
Strategy:	Whole school assessment process implemented		
Actions		Timeline	Responsible Officer(s)
Review whole school assessment and reporting plan in line with DDSW benchmarks and internal school targets.		Term 3	Sam Gilmore
Review of whole school curriculum plan towards P-10 CARF, School Internal Review and QSR process.		Ongoing	Sam Gilmore

Improvement Priority 7. Transition

Strategy:	Principal visits - transition		
Actions		Timeline	Responsible Officer(s)
Maintain high school principal visit to Leyburn State School and visit feeder kindergartens to facilitate transitions.		Term 4	Sam Gilmore
Strategy:	Promote attendance at full day orientation programs		
Actions		Timeline	Responsible Officer(s)
Maintain student attendance at full day orientation programs.			Sam Gilmore

Improvement Priority 8. Attendance

Strategy:	Engage with parents of pre-school aged students through Playgroup		
Actions	Timeline	Responsible Officer(s)	
Provide teacher aide support to deliver playground activities targeted at pre-reading, fine and gross motor control, verbal literacy and schooling routines.		Sam Gilmore, Karen O'Kane	





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Improvement Priority 8. Attendance

Strategy:	Market positives of the school through newsletters, website and community events		
Actions	Timeline	Responsible Officer(s)	
Focus school communications on reading comprehension, improved writing practices and behaviour progress.	Ongoing	Rebecca Forrest, Sam Gilmore, Angela Halls	

Improvement Priority 9. Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Strategy:	Analysis of data to inform planning		
Actions	Timeline	Responsible Officer(s)	
Implement short term data collection, analysis and review to inform teaching and learning cycle of reading focused on Indigenous student progress.		Rebecca Forrest, Sam Gilmore, Alison Kowitz	





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Improvement Priority 10. High Quality Teaching Practices

Strategy:	Explicit teaching episodes		
Actions		Timeline	Responsible Officer(s)
Implement Explicit Instruction professional development for all staff focused on coaching and feedback processes.			Robyn Casbolt, Rebecca Forrest, Sam Gilmore, Doreen Grant, Angela Halls, Alison Kowitz, Karen O'Kane
Implement plan based on Core Module 7 PD with teachers and teacher aide staff.		Ongoing	Sam Gilmore
Strategy:	Individual student needs catered for		
Actions		Timeline	Responsible Officer(s)
Develop and implement evidence based plans for identified students.			Rebecca Forrest, Sam Gilmore
Implement short term data collection, analysis and review to inform teaching and learning cycle of reading.		Ongoing	Rebecca Forrest, Sam Gilmore, Alison Kowitz

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

