

2017 Annual Implementation Plan

"Sunset State School"

School Improvement Agenda for 2017

Reading

All students in prep, year 1 and year 2 achieving regional reading targets (determined from regression analysis data). This will be achieved through:

- Intensive Intervention in Prep during term 1 to develop foundation reading skills (Building Blocks to Literacy Framework)
- Explicit teaching of reading strategies in years 1 to 6 with a focus on the EALD learner
- Explicit teaching of comprehension strategies in Prep to Year 2 (4H) and Years 3 to 6 (Question-Answer-Relationship)
- Use of 4 Lesson Sequence, book orientation
- Aligning 3 cueing systems with Australian Curriculum reading content descriptors.

Specific Headline indicators:

- 75% of students obtain a 'C' or better on their report card for English, Maths and Science.
- 90% rating of satisfactory for all survey items from Staff, parents and students.
- Raise the Year 3 and 5 NAPLAN indicators in all strands to National Minimum Standard (NMS)
- Reading Target – by the end of 2017 all Prep students are reading at or above PM benchmark 8, all Year 1 students are reading at or above PM benchmark 16 and all Year 2 students are reading at or above PM Benchmark 20

Collaborative Action

- Shift the role of participants from lead knower to lead learner. Everyone is a co-learner.
- Listen to each other in order to foster distributive leadership throughout all CI processes.
- Acknowledge how roles, hierarchy and personal biases affect CI processes.
- Apply an asset stance to all learners and partners.

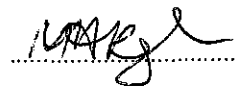
Documents attached include

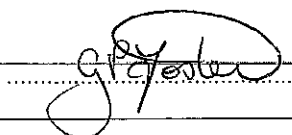
The Budget Overview Report

Certification

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

State and Regional Priorities

Every Student Succeeding State Schools Strategy 2016-2020

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2017

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Culture of Inquiry and Collaboration

CI requires a safe, inclusive environment built on trusting relationships. An open-to-learning stance is a condition of a collaborative learning environment. A culture of inclusivity must be part of the CI mindset when interpreting evidence and studying the student experience.

CI promotes a democratic approach to shared leadership and joint responsibility (distributive leadership) for student learning.

Pedagogical Knowledge Through CI, educators build pedagogical content knowledge for their own practice. This new knowledge can contribute to the body of professional knowledge. As a result, pedagogical learning from CI is characterized as reasoned and reciprocal.

Professional Discourse

CI involves educators working together to learn more about their practice. Professional discourse generates new knowledge and acts as a catalyst for refinements of practice. Professional dialogue is reflective, adaptive, iterative and, of course, collaborative.

Student Experience

CI professional learning is relevant to student learning in context.

Student engagement and learning in the classroom is the anchor for professional learning and collaborative inquiry.

Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Celebrate achievements widely, including reading attainments against key improvement agenda targets. <p>Collaborative Action Create evidence-informed questions and/or theories of action about learning and teaching. Question evidence of student learning acquired through documentation against the existing knowledge and research (e.g., research papers, book study, curriculum, etc.) Explicitly connect understandings generated from Ci and existing bodies of knowledge to the inquiry focus.</p>	<ul style="list-style-type: none"> Implementation of class showcase/expos and invite school leadership and parents. Award students at the end of each term who have reached their reading targets with a certificate. These certificates can also be acknowledged by school leadership – students bring the certificates to leadership team to celebrate Embed reading as our explicit improvement agenda <p>Collaborative Action Analyse documentation. See "Pedagogical Documentation" (Capacity Building Series, 2012). Engage in collaborative learning to challenge beliefs and practices. Engage with colleagues and knowledgeable others to implement actions</p>	<ul style="list-style-type: none"> Teachers to work with students and set individual reading targets and 2-3 strategies/goals that will assist each student to achieve these targets. Students to be able to answer the following questions: What is your reading target? What do you need to work on to achieve this? Teachers are trained in how to teach reading Regular and special events to promote reading in all curriculum areas as well as for pleasure 	<ul style="list-style-type: none"> 90% of Students reading at agreed PM benchmark levels for their grade 100% teachers trained in Sunset Way of teaching Reading 100% of teachers trained to use Soundwaves Phonics program 	<ul style="list-style-type: none"> End of term End of term Ongoing 	<ul style="list-style-type: none"> Principal All Teachers All leadership and teaching staff 	<ul style="list-style-type: none"> PM test results Students targets are visual and readily available Staff are able to articulate the key aspects of teaching reading Improvement in PM/ reading data
<ul style="list-style-type: none"> Review feedback protocols to students to provide explicit and timely guidance for students on their learning. 	<ul style="list-style-type: none"> Provide professional learning on student feedback for teachers and aides Develop Sunset Assessment Schedule for each year level Implement the Gradual Release of Responsibility (Modelled, Shared, Guided and Independent) process in lessons as well as across a series of lessons. 	<ul style="list-style-type: none"> Leadership model: effective feedback through planning and data conversations Staff sharing their successes with student feedback during staff cohort meetings Development of student friendly criteria sheets for English, Maths and Science by all teachers Teachers have data walls for reading, attendance, English, Maths and Science visible in their classroom Leadership Team to provide training around the Gradual Release of Responsibility and model this during all professional learning 	<ul style="list-style-type: none"> 100% utilising effective student feedback 100% of teachers 100% of teachers 100% of teachers using the gradual release of responsibility model 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing Ongoing 	<ul style="list-style-type: none"> Leadership team modelling effective feedback to staff Teachers and aides providing effective feedback to students Principal Principal 	<ul style="list-style-type: none"> All students are able to answer the 5 questions about their learning Student friendly criteria sheets are visible in every classroom Data walls in classrooms and staff learning area Teachers can confidently answer the 5Q of teachers Gradual release model is evident in planning

Teaching Quality' and 'Principal Leadership and Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Develop teacher data literacy skills to assist in identifying starting points for teaching, tracking, monitoring and analysing student learning. <p>Culture of Inquiry and Collaboration CI requires a safe, inclusive environment built on trusting relationships. An open-to-learning stance is a condition of a collaborative learning environment. A culture of inclusivity must be part of the CI mindset when interpreting evidence and studying the student experience. CI promotes a democratic approach to shared leadership and joint responsibility (distributive leadership) for student learning.</p>	<ul style="list-style-type: none"> Examine data with teachers through data conversations every 5 weeks (30-40 mins). Allocation of teacher aide resources developed as a result of these discussions Explicitly teach staff to analyse reading data – identifying students on the cusp, those for support and extension. Use of data wall in staff learning area and using Regions analysis table. Demonstrate to teachers how to enter Diagnostic data on One School each term Continue with One School Unit Planning and Mark book in term 1, 2017. Implement in-school moderation each term. <p>Pedagogical Knowledge Through CI, educators build pedagogical content knowledge for their own practice. This new knowledge can contribute to the body of professional knowledge. As a result, pedagogical learning from CI is characterized as reasoned and reciprocal.</p>	<ul style="list-style-type: none"> Teaching staff to engage with Leadership Team around class data identifying what students need to progress in their learning 	All teachers	At the end of each 5 week data cycle	Principal	Each teacher can talk to their English and Maths Overviews to identify students strengths and weaknesses
		<ul style="list-style-type: none"> Teaching staff are able to analyse reading data - specific children identified as on the cusp and the development of strategies to assist these students Class teachers enter PM data on One School School Leadership team to ensure all teachers are given an opportunity to use unit planning on One School during planning meetings Head of Curriculum to establish timetable for in-school moderation each term in consultation with leadership team <p>Professional Discourse CI involves educators working together to learn more about their practice. Professional discourse generates new knowledge and acts as a catalyst for refinements of practice. Professional dialogue is reflective, adaptive, iterative and, of course, collaborative.</p> <p>Student Experience CI professional learning is relevant to student learning in context. Student engagement and learning in the classroom is the anchor for professional learning and collaborative inquiry.</p>	All teachers	Each term	Principal	Reading data analysis table- evidence of use in planning
			All teachers	Data is updated each term	All teachers – inputting data	One School diagnostic data available Unit planning available on One School and mark books in use
			All teachers	Review at the end of Semester	HOC	
			All class teachers involved in moderation	Ongoing	HOC	Consistency in teacher judgement across cohorts
			All teachers demonstrating Collaborative inquiry practice in their teaching			
			All students			

School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Review, clarify and communicate the distribution of leadership roles and responsibilities to school staff and the community. Develop the instructional capacity of the team to engage in evidenced and research-based strategies 	<ul style="list-style-type: none"> Provide leadership roles and responsibilities to all staff for consultation and feedback 	<ul style="list-style-type: none"> Leadership Team to develop the roles and responsibilities and then distribute to staff 	100% staff aware of roles	Ongoing	Principal	Leadership Roles & Responsibilities Document
	<ul style="list-style-type: none"> Establish a process to allow others to observe colleagues classrooms/teaching – 'Watching others Work'. Ideas can come from planning meetings, data conversations, etc 	<ul style="list-style-type: none"> Leadership to develop a process for requesting and receiving "WOW's" Teachers to collaboratively develop consistent protocols. 	80% of teachers engaging in this process	1 per teacher per semester	Leadership Team	WOW process & booking sheet
	<ul style="list-style-type: none"> Develop classroom observation proforma and process and present to staff for consultation and feedback 	<ul style="list-style-type: none"> Consistent proforma to be used by all leadership team members with an established process that has been collaboratively designed with teachers 	All teachers engaging in classroom observations	End Semester 1	Principal	Classroom observations and feedback sheets
	<ul style="list-style-type: none"> Implement classroom observations by leadership team members 			2 per teacher per term	Leadership Team	Classroom Profiles & feedback sessions
	<ul style="list-style-type: none"> Provide opportunity for staff to be trained in classroom profiling 	<ul style="list-style-type: none"> Deputy to train staff in classroom profiling 	All staff trained	Ongoing	Leadership Team	Classroom profiling database
	<ul style="list-style-type: none"> Conduct Leadership team walkthroughs on a regular basis with pre-determined agenda 	<ul style="list-style-type: none"> Establish the purpose and process for classroom walkthroughs with staff 	All teachers receiving walkthroughs	2-3 per term	Leadership Team	
	<ul style="list-style-type: none"> Embed an understanding of the needs of the EALD learner 	<ul style="list-style-type: none"> Engage with Regional staff and Language Perspectives team around developing staff understanding of work with EALD learners 	All staff	Ongoing	Principal	Walkthroughs inform 'circle of practice' Teachers planning reflects EALD learners needs

Regional Support' and 'Local Decision Making'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Consider strategies to engage key stakeholders including staff, parents and community representatives in the creation of the school improvement agenda and associated priorities 	<ul style="list-style-type: none"> Consultation between Leadership Team and Aboriginal Elders, Jenny C in a 'yarning' session and gain feedback and input on our improvement agendas – attendance and reading – and ways to engage our Aboriginal and Islander community and embed these perspectives in our school Seek feedback from P & C and gain input into our improvement agendas – attendance and reading. Establish parent reading mornings twice a term (8:30-9:00) followed by a morning tea. Provide parent training/information session about reading – following the 'make it and take it' idea for making resources Implement the use of technology Invite Guest readers eg: mayor, footy players, principal, senior school Conduct parent teacher meetings in term 1 and term 3 Place articles of interest in the newspaper Establish allocated day for parents and families to come into the classroom – "showcase" Establishment of committees (ie: reading) and ways that staff can be involved in input and ownership Continue regular playgroup sessions combined with a reading focus based on the Abecedarian Approach run by the IEW 	<ul style="list-style-type: none"> Principal provides regular update on explicit improvement agenda at P & C meetings Establishment of reading committee <p>Deputy to work with IEW to conduct parent mornings</p>	<p>Regular consultation with stakeholders each term with leadership team</p>	<p>Ongoing</p>	<p>Leadership Team</p>	<p>Regular meetings/ activity group each term</p> <p>Parent/Teacher Interviews are held each semester</p>