



Stafford State School

Independent Public School

ANNUAL

Implementation Plan

2020

QUALITY TEACHING

Reading

The school has a shared practice of reading instruction which is reflected in formal documented plans.

	Timeline	Responsibility
<ul style="list-style-type: none"> Deepen staff collaboration and understanding in the planning of English that ensures coverage of the Australian Curriculum (Content Descriptors, Achievement Standards) and the alignment to classroom practice – Year Level Planning Time 	Every Term	P / HOSES / HOC / T
<ul style="list-style-type: none"> Allocate dedicated time to discuss achievement data and strategies for improvement of student learning in reading: Data Collection Days / Year Level Meetings 	Every Term	P / HOSES / HOC / T
<ul style="list-style-type: none"> Professional development of data literacy skills of all staff to inform the teaching, learning and assessment of Reading. 	T1 and T3	P / HOSES / HOC / STLan / T
<ul style="list-style-type: none"> Explicitly teach high impact guided reading comprehension: Consistent Reading Strategies and Terminology 	Review T2	Teachers
<ul style="list-style-type: none"> Teachers focus on students' ability to use language knowledge to read and analyse a large range of text types 	T1 - T4	Teachers
<ul style="list-style-type: none"> Teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency and comprehension catering for diverse learners 	Review T2	Teachers

Writing

The school has a consistent approach to the teaching of writing that reflects our Pedagogical Framework.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Continue moving between the 'Auslan and English Continua' 	Every Term	HOSES / SEP T
<ul style="list-style-type: none"> Continue Writing Moderation twice per year with Craigslea SS and Northgate SS from Prep - Year 6 	T1 & T3	HOC / Teachers
<ul style="list-style-type: none"> Seven Steps Writing Implementation 	T1 - T4	Teachers

Critical and Creative Thinking

A consistent use of Problem Solving Skills and Strategies used in Teaching Practice.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Develop a whole school approach to Problem Solving through investigating Frameworks 	Semester 2	P / HOC / T
<ul style="list-style-type: none"> Introduce the four proficiency strands of Mathematics (focus of Problem Solving) 	Semester 1	HOC / Teacher

BUILDING CAPABILITY



Student Learning Goals

The school has consistent and rigorous approach to providing opportunities for students to monitor their learning over time and set individual learning goals.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> School approach to personalised Goals across Prep – Yr 6 through a Growth Mindset & Building Resilience approach 	Semester 2	Teachers

Teacher Feedback, Mentoring and Coaching

A whole school approach to collaborative inquiry based professional learning, coaching, mentoring and feedback.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Formalise colleague observations across Prep – Yr 6 (Watching other teach / Warm-Ups) 	Semester 2	P / HOC / HOSES / T
<ul style="list-style-type: none"> Explicit Coaching from John Fleming and Haileybury Teachers 	Every Term	P / HOC / HOSES / T

Measures of Success

The school aligns the improvement priorities, including the regular milestones, directly to the annual targets.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Teachers provide systemic, direct and explicit phonics instruction so that the majority of students master code breaking skills required for foundational reading proficiency and closing students learning gap: Prep > PM 7 / Yr 1 > PM 16 / Yr 2 > PM 22 	T1 - T4	P-2 Teachers
<ul style="list-style-type: none"> Targets for School programming for U2B and catering for High Ability Readers in deeper understanding of text types and comprehension strategies: 50% -Yr 3 and 35% - Yr 5 in U2B Reading 	2020	Explicit Teaching
<ul style="list-style-type: none"> Targets for School programming for U2B in Numeracy: 50% -Yr 3 35% - Yr 5 in U2B Numeracy 	2020	Explicit Teaching

Early Years

The school uses the full range of 'upon entry' data to better target early year learning strategies.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Collaborate with early education service providers to enhance transition processes 	T1 and T4	Principal / Teachers
<ul style="list-style-type: none"> Formalise Oral Language Program – Read it Again and Articulation Screener 	T1 - T4	SLP

Australian Curriculum

Establish systematic processes to ensure that that all required AC content descriptions are taught and students are provided with opportunity to demonstrate the achievement standards.

Actions	Timeline	Responsibility
<ul style="list-style-type: none"> Provide professional learning opportunities for all teaching staff to develop further their understanding of the Australian Curriculum: Regional / QCAA Workshops, Staff Meetings, Student Free Days and Moderation. 	T2 - T4	P / HOSES / HOC / T

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

Mrs Lee Martin
Principal

Mrs Karen Pearce
School Council Chair

