



Stafford State School

Independent Public School

ANNUAL

Implementation Plan

2021

Annual Improvement Priorities

SEMESTER 2

READING

The Teaching of Reading, Oral language & Vocabulary

WRITING

Coaching, collegial conversations and deliberate collaboration

BEHAVIOUR TO IMPROVE SCHOOL CULTURE

Inclusion, Wellbeing, Teaching and Capability

QUALITY TEACHING



Reading

Reading is the Foundation of Learning and a key to future success.

Actions	Timeline	Responsibility
<p>Building Staff Capacity:</p> <ul style="list-style-type: none"> ▪ Interrogate the Australian Curriculum and General Capabilities to gain a deeper understanding of the demands of reading across all learning areas. <i>School Improvement Unit Key Improvement Strategy 1</i> ▪ Utilise meetings to analyse data and identify next steps and suitable high impact strategies to support students learning to read: Whole staff. <i>School Improvement Unit Key Improvement Strategy 5</i> ▪ Implement a Phonemic Awareness Program with all staff to support reading in the Early Years and to target support for students in the middle and senior years. Dr Michael Heggerty (https://heggerty.org/) ▪ Introduce the Literacy Continuum as a tool for tracking student progress and identifying next steps for students. ▪ Explicitly teach high impact literacy strategies, including whole class strategies, to improve reading. This will ensure a consistent whole school approach to supporting all learners. ▪ Curriculum Coach, SLP and Teacher Aides to deliver <i>Tell It Again</i> to develop comprehension and oral language skills to year 1 students. ▪ Support teachers to develop learning goals in Reading aligned with the Success Criteria of the unit of work. ▪ Continue coaching and modelling high effect-sized teaching strategies. ▪ Prep teachers to implement <i>Read It Again Foundation Q!</i> and use the questioning ladder for differentiated questioning to develop oral language and comprehension skills. ▪ Introduce the <i>Tell it Again/Read it Again</i> icons to Year 2 students to scaffold retelling stories. ▪ Design rigorous and targeted reading intervention plans for identified students, using data to inform need and track progress. ▪ Unpack English units of work to identify the receptive/productive demands within tasks and develop student scaffolds to answer questions in relation to author's choice language features, text structure and vocabulary. ▪ Collect receptive data on OneSchool to identify students' strengths and weaknesses in English. ▪ Implement STRIVE Vocabulary in each Unit Plan ▪ Develop teacher capacity to embed vocabulary in all Learning Areas. ▪ Embed a range of oral language activities across all Learning Areas. 	<p>T3 – T4</p> <p>T3 – T4</p> <p>T3 – T4 On-going T3 – T4</p>	<p>P/ HOD-C/ CC / T</p> <p>HOD-C/ CC/ T</p> <p>SLP/ HOD-C/ CC/ T HOD-C/ CC/ T</p> <p>STLaN/CC</p>
<ul style="list-style-type: none"> • Continue engaging with and moving between the 'Auslan and English Continua' to clarify and deepen teacher understanding 	<p>T3 – T4</p>	<p>HOSES/ T</p>

Writing

The school's approach to the teaching of writing incorporates regular monitoring and feedback to students.

Actions	Timeline	Responsibility
<p>Use the effective feedback model to build teacher knowledge and capability to improve student engagement, achievement and feedback.</p> <ul style="list-style-type: none"> ▪ Clarify success <ul style="list-style-type: none"> ○ Planning days to deepen understanding of productive components of Australian Curriculum – English; Interrogate the Australian Curriculum and General Capabilities to gain a deeper understanding of the demands of reading across all learning areas. <i>School Improvement Unit Key Improvement Strategy 1</i> ○ Unpack surface and deep learning, learning intentions and success criteria of the unit of work (productive components) ○ Establish visible learning with displayed worked sample/s and success criteria ▪ Check in on progress <ul style="list-style-type: none"> ○ Tracking of current student learning by formative assessment (Formal and Informal strategies) ○ Analyse and collection of evidence to inform timely feedback opportunities (unit planning and formative assessment) ○ Analyse data to identify next steps and suitable high impact strategies to support student's improvement in writing. <i>School Improvement Unit Key Improvement Strategy 5</i> ▪ Promote improvement <ul style="list-style-type: none"> ○ Establish student centred learning walls in classrooms and promote student self-regulation ○ Create worked sample/s for each English unit ○ Establish documented differentiation – Check in staff meetings, Case management, writing goals, unit planning <p>Teachers to collaborate and monitor student progress in short term cycles.</p> <ul style="list-style-type: none"> ▪ Pre-assessment writing task developed in planning days ▪ Analyse of pre-assessment writing task to inform writing differentiation ▪ Collect productive data on OneSchool to identify students' strengths and weaknesses in English. ▪ Implement use of class dashboard to record data and differentiation ▪ Learning goals linked to success criteria and standard achievements (literacy continuum) ▪ Check in discussion and moderation to interrogate student learning outcomes and support strategies 	T3 – T4	HOD-C/ CC/ T
<ul style="list-style-type: none"> ▪ Continue engaging with and moving between the 'Auslan and English Continua' to clarify and deepen teacher understanding 	T1 – T4	HOSES/ T

BUILDING CAPABILITY



Behaviour to Improve Culture

The school values are being safe, respectful, responsible and applying effort. Through putting behaviour systems in place we will be able to yield better quality individuals.

Actions	Timeline	Responsibility
<p>Develop Staff Capacity</p> <ul style="list-style-type: none"> -Leadership team trained in ESCM -Observations and feedback to teachers delivering ESCM 1-5 (Term 3) and ESCM 6-10 (Term 4) -Behaviour classroom essentials developed with the support of staff <ul style="list-style-type: none"> ✓ Majors and Minor framework ✓ Managing behaviour flowchart ✓ Proactive and reactive strategies ✓ Facilitation of Behaviour Term (3 week cycle meetings) ✓ Weekly explicit teaching of behaviour and Berry St • Tracking of data and incidents (ongoing) • Establishing classroom environments for learning and improved behaviour (Term 3) • Active supervision of students and alignment of staff on duty (Term 3) • PBL Teaching Matrix (Term 4) • Strategies to Effective and Well Managed Classroom (Term 4) <p>Well Being Framework</p> <ul style="list-style-type: none"> • Framework to engage the staff and increase well being (Term 3) • Strengthening staff understanding of PBL and why this would be a feasible option for 2022 • Structured case mgt of tier 2 and 3 students (Nat Walsh identification project merged with case mgt Anna Thygesen) 	<p>T3 – T4</p>	<p>Principal HOD/C Natalie Walsh</p> <p>Behaviour Team</p> <p>Met North Behaviour Team</p>

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

Mr Craig Hazen
Principal

Mrs Karen Pearce
School Council Chair

