



# Stafford State School

Independent Public School

# ANNUAL Implementation Plan

# 2023

# Annual Improvement Priorities

## Reading

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

	Embedding	Working On	Early Days Needs More Attention
<b>READING</b>	<ul style="list-style-type: none"> <li>Implement Heggerty Phonemic Awareness Program with all staff (Prep – Year 4) to support the 'learning to read' phase of reading instruction and implement during targeted support for students in the middle and senior years.</li> <li>Design rigorous and targeted reading intervention plans for identified students, using data to inform need and track progress.</li> </ul>	<ul style="list-style-type: none"> <li>Embed the Read it Again Foundation Q! program (including the questioning ladder for differentiation) into unit planning to enable Prep teachers to support students with oral language development and comprehension of age-appropriate texts.</li> <li>Embed the Tell it Again comprehension and oral language program in Year 1 and use the icons and program structure when working with unit texts in Years 2-3.</li> <li>Unpack English units of work to identify the receptive/productive demands within tasks and develop student scaffolds to answer questions in relation to text purpose, author's choice of language features, text structure and vocabulary.</li> <li>Utilise meetings to unpack the Reading House model and analyse data to identify next steps and suitable high impact strategies to support students learning to read. Whole staff. School Improvement Unit Key Improvement Strategy 5</li> <li>Interrogate the Literacy Continuum as a tool for tracking student progress and identifying next steps for students.</li> <li>Support teachers to develop appropriate learning goals in Reading aligned with the Success Criteria of the unit of work and supported by the Literacy Continuum when appropriate.</li> <li>Continue engaging with and moving between the 'Auslan and English Continua' to clarify and deepen teacher understanding</li> </ul>	<ul style="list-style-type: none"> <li>Collect receptive and productive data on OneSchool to identify allow a deeper understanding of students' strengths and weaknesses in English.</li> <li>Leadership team to conduct walk-throughs during allotted reading times to review school practices.</li> <li>Interrogate the Australian Curriculum and General Capabilities to gain a deeper understanding of the demands of reading across all learning areas. School Improvement Unit Key Improvement Strategy 1</li> <li>Explicitly teach high impact literacy strategies (whole class/small group) such as choral reading, close reading and reciprocal reading, vocabulary instruction (STRIVE), scaffolded retelling and QAR. Across all KLAs allowing all students to work with age-appropriate texts.</li> </ul>

# Writing

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

	Embedded	Working On	Early Days Needs More Attention
<p><b>WRITING</b></p>		<ul style="list-style-type: none"> <li>• Refine and support student centred visible learning walls – TAP (Task, Audience, Purpose), Samples of work (Quality responses), success criteria linked to samples of work, student ownership through co-construction</li> <li>• Unpack surface and deep learning, learning intentions and success criteria of the unit of work (productive components)</li> <li>• Quick writes three times per week: writing for 1 minute (increases with stamina) in quick write book, students count the number of words and circle any errors; set goals based on increased volume, decreased errors, then writing analysis</li> <li>• Analyse and collection of evidence to inform timely feedback opportunities (unit planning and formative assessment [Quick writes])</li> </ul>	<ul style="list-style-type: none"> <li>• Co-construct challenging writing goals matched to the learning intent, success criteria and standard achievements (and literacy continuum where applicable) in quick write sessions Review Practice</li> <li>• Conduct walk-throughs to review school practices in writing agenda</li> <li>• Use 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 writing across all learning areas. <b>School Improvement Unit Key Improvement Strategy 1</b></li> </ul>

# Reading

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

	Embedded	Working On	Early Days Needs More Attention
<b>OTHER</b>		<ul style="list-style-type: none"><li>Well-being practices What is well-being and how can we improve it?</li></ul> <p>Student support teams and referral process</p> <ul style="list-style-type: none"><li>Fine Tuning NCCD collections and evidence (increasing teacher awareness and alignment to PLP, ICP etc)</li><li>Absenteeism – policies, follow up and policies (increase teacher ownership)</li></ul>	<ul style="list-style-type: none"><li>Explore ways and initiatives to expand student support Engage with community to promote a sense of <b>inclusion and diversity</b>.</li><li>Transitioning of Pre-Prep programs to Prep</li><li>Acknowledging and understand of special needs (ASD particularly)</li></ul>
<b>NEW</b>		<ul style="list-style-type: none"><li>Reading Framework for P-6</li><li>Feedback Framework for P-6</li></ul> <p>Feedback to students (feedback back and feed forward). TAP (visible learning) and its use to feedback and feedforward.</p> <ul style="list-style-type: none"><li>Stafford signature practices and non-negotiables</li><li>Moral imperatives and agreed practices “what do we believe?”</li></ul>	