



Stafford State School

Independent Public School

ANNUAL

Implementation Plan

2022

Annual Improvement Priorities

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	Develop	Embed	Review	Timeline	Responsibility
Building Staff Capacity:					
<ul style="list-style-type: none"> Collect receptive and productive data on OneSchool to identify allow a deeper understanding of students' strengths and weaknesses in English. 	✓			T1 – T4	P/ HOD-C/ CC
<ul style="list-style-type: none"> Leadership team to conduct walk-throughs during allotted reading times to review school practices. 	✓			T1 – T4	P/HOD-C/ CC
<ul style="list-style-type: none"> Implement <i>Heggerty Phonemic Awareness</i> 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. 	✓			T1 – T2	SLP/ CC/ T
<ul style="list-style-type: none"> Embed the <i>Read it Again Foundation Q!</i> 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. 		✓		T1 – T4	CC/ T
<ul style="list-style-type: none"> Embed the <i>Tell it Again</i> comprehension and oral language program in Year 1 and use the icons and program structure when working with unit texts in Years 2-3. 		✓		T1- T4	CC/STLaN/SLP/T
<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> 		✓		T1- T4	
<ul style="list-style-type: none"> 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. 		✓		T1- T2	HOD-C/ CC
<ul style="list-style-type: none"> Utilise meetings to unpack the <i>Reading House</i> model and analyse data to 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> 		✓		T1- T4	CC/SLP
<ul style="list-style-type: none"> 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. 		✓		T1- T4	CC
<ul style="list-style-type: none"> Interrogate the Literacy Continuum as a tool for tracking student progress and identifying next steps for students. 		✓		T1- T4	HOD-C/
<ul style="list-style-type: none"> 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. 		✓		T1- T4	CC/STLaN/
<ul style="list-style-type: none"> Implement <i>Heggerty Phonemic Awareness</i> 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. 			✓	T1- T4	CC
<ul style="list-style-type: none"> Support staff through coaching/mentoring and modelling high effect-size teaching strategies in reading. 			✓	T1- T4	CC

<ul style="list-style-type: none"> Design rigorous and targeted reading intervention plans for identified students, using data to inform need and track progress. 			✓	T1- T4	STLaN/CC
<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

Writing

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

Actions	Develop	Embed	Review	Timeline	Responsibility
Use the effective feedback model to build teacher knowledge and capability to improve student engagement, achievement and feedback.					
<ul style="list-style-type: none"> Building a Learning Culture <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Prep Year 1 to Year 6 Co-construct challenging writing goals matched to the learning intent, success criteria and standard achievements (and literacy continuum where applicable) in quick write sessions <ul style="list-style-type: none"> Prep Year 1 to Year 6 Review Practice <ul style="list-style-type: none"> Conduct walk-throughs to review school practices in writing agenda Clarify success <ul style="list-style-type: none"> 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. <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) Embed 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) through daily writing <ul style="list-style-type: none"> 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 Analyse and collection of evidence to inform timely feedback opportunities (unit planning and formative assessment [Quick writes]) 		✓		T3 & T4 T1 – T4	P/ HOD-C/ CC/ T
	✓			T2 – T4 T1 – T4	HOD-C/ T
	✓			T1-T4	P/ HOD-C/ CC
		✓		T1-T4	HOD-C/ CC
			✓	T1-T4	HOD-C/ CC
	✓			T1-T4	HOD-C/ CC
	✓			T1-T4	HOD-C/ CC
	✓			T1-T4	HOD-C/ CC

			Actions	Targets
Principal Leadership and Performance	Develop Leadership and Teams	<p>Embed strong systems, structures and protocols for staff engagement.</p> <p>Build staff leadership capability and density throughout the school with an unrelenting focus on improvement.</p> <p>Continue embedding health and staff wellbeing with G.O and School Psychologist</p>	<p>Build on and refine team code of conduct and protocols.</p> <p>Continue to build on strong cohort and specialized teams (Visible Learning, Behaviour and Indigenous Facilitation) Team continues to lead a health and wellbeing strategy across the school.</p>	<p>All staff engaged and clear about roles and responsibilities.</p> <p>Strong and distributed leadership.</p> <p>Continue to build on the staff wellbeing program</p>
Collaborative Empowerment	High levels of student, parent, staff and community confidence in the school's performance and achievement.	<p>Explore ways and initiatives to expand student support Engage with community to promote a sense of inclusion and diversity.</p> <p>Explore ways to promote play group. Continue to build the Early Years Transition Forum and engage working families and support children to successfully transition from K –Y2. Expand and maintain strong links to the local pre-prep centres. Advertise school's Step into Prep program</p> <p>P&C communication, parent input increase Review effectiveness of communication channels to ensure parent engagement as active participants in their children's education.</p> <p>Expand awareness and engagement of the reading & writing improvement agenda to the broader school community and celebrate progress in a variety of forums. Expand and maintain productive partnerships with our local community – Papa's, QRoasters, Wilston AFL and Stingers Swimming. Expanding playgroup and ECDP engagement</p>	<p>Expand student support mechanisms across school</p> <p>Advertise and staff play group.</p> <p>Ensure delivers strong transition for pre-prep students promoting a positive start -continue to work with Regional Support michele.binstadt@qed.qld.gov.au</p> <p>Continue to foster links with local business and sport providers</p>	<p>Attendance & behavior targets met</p> <p>Play group active enrolments >20</p> <p>80% of 2022 Prep students attend transition days.</p>
	Guidance Officer and	<p>G.O. will lead Staff and Student wellbeing agenda using the Student Learning and Wellbeing Framework</p> <p>G.O. will contact Cass Marshall – Regional Wellbeing Coordinator to assist with process</p> <p>G.O. will work collaboratively with Student Support Team to review referral and support policies and procedures</p>		

Progress & TARGETS- 2022

Student Attendance - 95%

Progression target Semester 1 92% Semester 2 93%

Student Achievement- 85% of students achieving C # or more

ACHIEVEMENT- NAPLAN

% of students achieving NMS

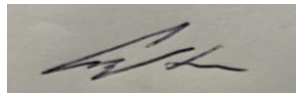
NMS	Yr 3	Yr 5
Reading	95%	95%
Numeracy	96%	98%

% of students achieving U2B

U2B	Yr 3	Yr 5
Reading	48%	36%
Numeracy	40%	30%

	English				Mathematics				Science			
	Sem 1 Target	Actual	Sem 2 Target	Actual	Sem 1 Target	Actual	Sem 2 Target	Actual	Sem 1 Target	Actual	Sem 2 Target	Actual
Prep #	80%		83%		83%		95%		95%		98%	
Year 1	83%		86%		95%		97%		98%		100%	
Year 2	80%		84%		85%		88%		93%		97%	
Year 3	79%		83%		84%		87%		99%		100%	
Year 4	90%		94%		92%		95%		95%		98%	
Year 5	78%		82%		85%		88%		98%		100%	
Year 6	83%		88%		97%		99%		88%		90%	
# Prep- Working with and Above												

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



Craig Hazen
Principal



Laura Jiew
School Council Chair

