



Indooroopilly State School

Annual Implementation Plan 2019



School Improvement Priorities 2019

1. Improvement priority- Writing- improve participation and achievement of ALL students

Strategy: Deep Understanding of Accumulative Writing Skills in Australian Curriculum			
Actions	Targets	Timelines	Responsible Officer/s
<p>Teachers' Professional Learning: During planning sessions, while focusing on productive component of the Australian Curriculum achievement standards and use of the assessment alignment planner, HOC and sector DP will assist teachers to analyse and understand the content descriptors that support the teaching of writing. Focus will be placed upon approaches to planning for differentiated learning experiences for the full range of students.</p>	<p>All teachers indicate that they have gained required knowledge and understanding.</p> <p>All year level teams are engaged in collaborative goal setting which is overseen by Sector DP. This is connected to "fishbone" analysis. Strong, positive alignment between team goals, fishbone analysis and unit marking guides.</p>	Term 1,2,3 & 4	HOC Deputy Principal
<p>Teachers' Pedagogical Development: Year level teachers collaborate to design teaching and learning experiences which facilitate the delivery of explicit instruction in accumulative writing skills which align with the criteria of the marking guides. Sector DPs facilitate cycle of inquiry processes. Focus will be placed upon enhancing teacher data literacy skills through generic and personalised professional learning experiences.</p>	<p>DP feedback indicates expected pedagogy is evident in learning experiences in each classroom.</p> <p>Observations indicate that writing is taking place on a daily basis.</p>	Term 1,2,3 & 4	HOC Deputy Principal
<p>Students' Assessment for Learning: Collaborative preparation of resources and consistent use of 'Bump it up Walls' to enable students to assess individually and collaboratively in order to enhance their writing. Ongoing scheduled monitoring of the delivery of the school's explicit writing agenda targets via regular data cycles.</p>	<p>100% of Year 3 and 5 students meet NMS. % of students in U2Bs continues to improve. "Bump it Up" Walls evident in all classrooms and are utilised individually and in consultation with peers. Student performance data provides evidence of movement forward, for ALL students. SOS Parent (96%) and Student (95%) Regional target questions surpass Regional targets.</p>	Term 1,2,3 & 4	HOC

2. Improvement priority- Reading- improve participation and achievement of ALL students

Strategy:			
Actions	Targets	Timelines	Responsible Officer/s
<p>Teachers' Professional Learning: During planning sessions, teachers actively engage with criteria sheets of English Tasks to draw down the sophisticated reading behaviours required for students to be operating in the U2B of the task. Focus will be placed upon approaches to planning for differentiated learning experiences for the full range of students.</p>	<p>All teachers indicate that they have gained required knowledge and understanding</p> <p>All year level teams are engaged in collaborative goal setting which is overseen by Sector DP.</p>	Term 1,2,3 & 4	HOC Deputy Principal
<p>Teachers' Pedagogical Development: Year level teachers collaborate to design teaching and learning experiences which facilitate the delivery of explicit instruction of all the elements of reading- comprehension, decoding, fluency and vocabulary development. Focus will be placed upon enhancing teacher data literacy skills through generic and personalised professional learning experiences. Ongoing scheduled monitoring of the delivery of the school's explicit reading agenda targets via regular data cycles. Teachers attend to the affective aspects of reading instruction to encourage a life-long love of reading.</p>	<p>100% of Year 3 and 5 students meet NMS. % of students in U2Bs continues to improve. Regional PM Targets surpassed by end of 2019. Prep-10, Year 1-17, Year 2-23. Student performance data provides evidence of movement forward for ALL students. HOC and DP feedback indicates expected pedagogy is evident in learning experiences in each classroom SOS Parent (96%) and Student (95%) Regional target questions surpass Regional targets.</p>	Term 1,2,3 & 4	HOC Deputy Principal

3. Improvement priority – Theories of Action (Curiosity & Powerful Learning) - improve participation and achievement of ALL students

Strategy- Theory of Action- Implementing Cooperative Groups NEW			
Actions	Targets	Timelines	Responsible Officer/s
<p>STRATEGIES AND SUCCESS INDICATORS:</p> <p>Teachers-</p> <ul style="list-style-type: none"> Participate in professional learning to develop a deep understanding of the role of cooperative group work to mediate between whole class instruction and independent work. Participate in practical learning opportunities to develop a tool kit of group work strategies. <p>Students- are trained in cooperative group work protocols and strategies</p> <p>HOC- Source and present PD. Model and support practice in the classroom.</p> <p>Principal/DP- Monitor the precision with which this theory of action is implemented.</p>	<ul style="list-style-type: none"> All teachers indicate that they have gained required knowledge and understanding, and a tool kit of group work strategies that they can implement in their classrooms. Teachers plan for and utilise cooperative group work strategies that match and support the learning intention of a lesson. Students value working in groups and initiate opportunities to learn cooperatively. <p>HOC, DP & P feedback indicates expected pedagogy is evident in learning experiences in each classroom.</p>	Semester 1 and 2	School Improvement Team

Strategy- Theory Of Action- Emphasise Inquiry Focused Teaching CONTINUING			
Actions	Targets	Timelines	Responsible Officer/s
<p>STRATEGIES AND SUCCESS INDICATORS:</p> <p>Teachers-</p> <ul style="list-style-type: none"> Through discussion and observation of teaching practice across curriculum areas and year levels, establish a common whole 	<ul style="list-style-type: none"> All teachers indicate that they have gained required knowledge and understanding. 'Big' or 'Fertile' questions are used to frame inquiry in all classrooms. Teachers plan concluding activities that enable students to demonstrate or express their learning/understanding. 	Semester 1 and 2	School Improvement Team

<p>school understanding of inquiry and the use of 'big' or 'fertile' questions.</p> <ul style="list-style-type: none"> In year level planning, collaboratively work to utilise inquiry as a provocation to introduce topics or in the "deep to transfer" phase of learning to apply or challenge understanding. Resource professional learning opportunities for teachers through external sources and teacher leaders demonstrating and discussing their practice. Utilise incursions, excursions, and other 'outside experts' to stimulate curiosity. <p>Principal/ DP- Monitor the precision with which this theory of action is implemented.</p>	<p>HOC, DP & P feedback indicates expected pedagogy is evident in learning experiences in each classroom</p>		
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4. Improvement priority- Well-Being. Our school culture intentionally fosters well-being amongst **ALL** students, staff and community.

Strategy- Anchor our three AIP priorities; Reading, Writing, CPL, within a culture that creates well-being for all members of our school community; students, staff, wider community.

Actions	Targets	Timelines	Responsible Officer/s
<p>STRATEGIES AND SUCCESS INDICATORS</p> <p>Students- Seek the views of students to inform responses to student wellbeing through survey of focus groups Continue to promote opportunities for school and students to raise awareness of respectful relationships through Values initiatives Teachers promote mindfulness with their classes after training in first half of the year. Engage in class specific and school wide initiatives to support their continued well-being</p> <p>Teachers- Staff are provided with opportunities to reflect on their own wellbeing, and when it is optimized how it has a positive impact on their teaching and student learning. Engage in school wide and specific well-being activities. These are connected to APDPs. Teachers voluntarily complete the "People at Work" survey (recommended by DoE). Resources are provided to understand what the results of the survey mean, and what actions can be taken to address survey results. Additional benefits for teachers include: (i) a focus on reduction of work-related psychosocial risk factors (ii) communication of a clear message to teachers that their health and wellbeing is valued</p> <p>October Wellbeing Week Forming partnership with schools proactively pursuing well-being initiatives in their school , eg Bracken Ridge and Pullenvale Recognition of Days of Significance eg White Ribbon Day</p> <p>Well-Being Team- Deliver and enact the mindfulness plan based on teacher consultation. The Well-Being team collects and analyses anonymous student staff survey data related to physical, psychological, occupational and financial wellbeing.</p>	<p>Student attendance target surpasses 95% and shows growth on 2018 performance</p> <p>Staff feedback indicates that the school has successfully adopted (i) a focus on reduction of work-related psychosocial risk factors, and (ii) clear messaging to teachers that their health and wellbeing is valued.</p>	<p>Term 1- 4</p>	<p>Well-Being Team</p>

Endorsement

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



[Signature]

Principal

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School Council