



Stafford Heights State School Annual Improvement Plan 2022



*Respect, Motivate
and Empower
Learners,
guiding them to lifelong learning.*

INNOVATIVE QUALITY TEACHING AND LEARNING

Improvement Strategy: Develop a clear understanding of the achievement standards for each learning area and the sequence of teaching required for students to be challenged and reach their full potential.

Actions		Tracking				Responsible Officers
1	<p>Conduct collaborative year level planning days to ensure a consistent approach to teaching the Australian Curriculum (English). Continue to enhance the planning day format by:</p> <ul style="list-style-type: none"> Unpacking unit specific vocabulary to inform the explicit teaching of vocabulary (STRIVE). Unpacking the Literacy General Capability (Grammar Knowledge) and develop a whole school approach to teaching of grammar. Continuing to: <ul style="list-style-type: none"> Unpack English assessment tasks and learning guides. Review English learning intentions and success criteria. Working with teachers to develop a deep understanding of content descriptions, elaborations and support provisions in English. Plan feedback for learning. Include adjustments made for students and review at the end of the unit. Utilise a differentiation planner to assist teachers to plan reading groups. Implement Speech Sound Pics from prep to year 6 with professional learning and coaching provided to new staff. Refining the unit plan template to ensure the three levels of planning by including: <ul style="list-style-type: none"> Reading and writing strategies specific to the unit. Relevant cross-curriculum priorities. Links to critical and creative thinking, general capabilities and content descriptions. 	Raising Awareness	Building Knowledge	Implementing	Embedded	Principal HOD-Curriculum Lead teacher for STRIVE Lead teacher for grammar Lead teacher for SSP
2	<p>Enhance formal moderation processes within, and beyond the school, to build consistence and confidence in teacher judgement by:</p> <ul style="list-style-type: none"> Continuing to include moderation in the planning day agenda by embedding the 'before, after, after end' moderation model to ensure alignment of curriculum, assessment and reporting. Moderating English summative assessment tasks each term during year level meetings. Explore opportunities to engage in cluster moderation for English summative assessment tasks. 	Raising Awareness	Building Knowledge	Implementing	Embedded	Principal HOD-Curriculum

Our Measures (What will success look like?)	
Staff will	<p><i>Planning and Pedagogy</i></p> <ul style="list-style-type: none"> Plan English Units once per term with HOD-Curriculum. Use their knowledge of achievement standards and content descriptors to confidently plan and deliver explicit teaching that provides all students to be challenged and reach their full potential. Learning intentions and success criteria for all lessons are known. Document adjustments to be made to ensure all students reach their full potential and review the planned adjustments at the end of each term. Use reading differentiation planner to document reading strategies and differentiated reading tasks. Plan and deliver STRIVE lessons that align with curriculum intent. <p><i>Assessment and Data</i></p> <ul style="list-style-type: none"> Use learning walk data to determine the student awareness of their learning (assessment capable learners). Engage in case management once per term to reflect upon and influence their pedagogy, and to set SMART goals for 1 student per term. <p><i>Capability Building</i></p> <ul style="list-style-type: none"> New staff will be provided with the opportunity to WOW to develop knowledge and understanding of how to implement SSP. Lead teacher (SSP) provide professional learning for new staff. Lead teacher (STRIVE) develop an action plan with Principal and HOD-Curriculum for the implementation of STRIVE. <p><i>Feedback</i></p> <ul style="list-style-type: none"> Use reading and writing conferencing to provide students with feedback. Use learning walk data to reflect upon and influence pedagogy.
Students will	<ul style="list-style-type: none"> Confidently answer the following guiding questions: <ul style="list-style-type: none"> What am I learning? Why am I learning this? How will I know that I have learnt it? What is my next step? Confidently use bump it up walls Participate in peer-to-peer feedback and individual feedback, understanding how to receive and provide specific and helpful feedback. Regulate their own behaviour ensuring they are ready for learning.

INNOVATIVE QUALITY TEACHING AND LEARNING

Improvement Strategy: Develop clarity on the collection, analysis and response to data to inform teaching and learning.

Actions		Tracking				Responsible Officers
1	During collaborative planning meetings, Prep – Year 3 teachers use Early Start (Literacy) data to identify student capabilities that will inform teaching and learning.	Raising Awareness	Building Knowledge	Implementing	Embedded	Principal HOD-Curriculum
2	Staff use the critical aspects 'Aspects of Writing' and 'Vocabulary Knowledge' from the literacy continuum to analyse diagnostic narrative writing samples in term 1 and 4.	Raising Awareness	Building Knowledge	Implementing	Embedded	Classroom teachers
3	Classroom teachers use student data in term 1 and 3 to predict A to E English data for semester 1 and 2 and use analysis of student data to inform next steps in teaching and learning.	Raising Awareness	Building Knowledge	Implementing	Embedded	Classroom teachers HOD-Curriculum
4	Embed case management approach to enhance individual learning and shape the learning experiences accordingly.	Raising Awareness	Building Knowledge	Implementing	Embedded	Principal

Our Measures (What will success look like?)

Staff will	<p><i>Planning and Pedagogy</i></p> <ul style="list-style-type: none"> Confidently engage in student data analysis conversations to plan and deliver explicit teaching and learning targeted to support students in achieving their next steps. Use student data to plan and deliver STRIVE lessons to target student vocabulary knowledge. Use student data to plan and deliver SSP lessons to target student phonemic awareness. <p><i>Assessment and Data</i></p> <ul style="list-style-type: none"> Analyse Early Start (Literacy) data to determine student literacy strengths and areas for improvement required for students to successfully achieve the achievement standard for English. Moderate diagnostic writing tasks with year level teams to determine areas for improvement required for students to be challenged and reach their full potential. Use learning walk data to determine the student awareness of their learning (assessment capable learners). Engage in case management once per term to reflect upon and influence their pedagogy and to set SMART goals for 1 student per term. <p><i>Capability Building</i></p> <ul style="list-style-type: none"> Beginning teachers work with mentor and year level team to analyse student data. Lead teacher (SSP) uses student data to determine professional learning for staff. Lead teacher (STRIVE) uses student data to determine professional learning for staff.
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HEALTHY AND NURTURING ENVIRONMENT

Improvement Strategy - Consistently implement highly effective, research based pedagogical practices that promote student engagement and academic self-efficacy.

Actions		Tracking				Responsible Officers
1	Develop explicit language that will be used to teach students how to use resilience, persistence and self-management to demonstrate each of the expectations in the SHSS PBL Matrix.	Raising Awareness	Building Knowledge	Implementing	Embedded	PBL leader HOD-Curriculum
2	Provide all staff with professional learning on how to effectively develop student engagement and academic self-efficacy through the explicit teaching of resilience, persistence and self-management.	Raising Awareness	Building Knowledge	Implementing	Embedded	Principal HOD-Curriculum
3	Analyse student attendance and behaviour incident data to reflect on student engagement and review trends between this data and A to E English data.	Raising Awareness	Building Knowledge	Implementing	Embedded	Principal HOD-Curriculum PBL leader

Our Measures (What will success look like?)

Staff will	<p><i>Planning and Pedagogy</i></p> <ul style="list-style-type: none"> PBL team will meet twice per term to review PBL action plan that details 'The How' of the two AIP actions. Review PBL documents to ensure they reflect the inclusion of the language – resilience, persistence and self-management. Use a whole school common language to teach students how to use resilience, persistence and self-management to demonstrate school expectations. <p><i>Assessment and Data</i></p> <ul style="list-style-type: none"> Implement Queensland Engagement and Wellbeing Survey to measure how students view aspects of their wellbeing and engagement with particular focus on their responses relating to their ability to apply resilience, persistence and self-management. Analyse behaviour incident data every 5 weeks. Review student attendance data every week. <p><i>Capability Building</i></p> <ul style="list-style-type: none"> PBL leader and HOD-curriculum develop an action plan for the two AIP actions and review with the principal once per term.
Students will	<ul style="list-style-type: none"> Self-identify their emotions and recognise how they use resilience, persistence and self-management to demonstrate school expectations. Talk to staff about the skills they use to be resilient, persistent and manage themselves at school. Feel connected to school, staff and students.

INCLUSIVE AND CONNECTED COMMUNITY

Improvement Strategy - Enhance and extend a whole school, inclusive approach to support student learning beginning in the classroom so that resources are most effectively used to lift student learning.

Actions		Tracking				Responsible Officers
1	Develop a systematic whole school student support referral process to enable the Student Support Team to gather student information to use to support students and teachers using an inclusive approach.	Raising Awareness	Building Knowledge	Implementing	Embedded	Student Support Staff Principal
2	Refine planning day process with HOD-Curriculum and student support teachers to include detailed planning on adjustments and support provided to students not reaching school targets.	Raising Awareness	Building Knowledge	Implementing	Embedded	Student Support Staff HOD-Curriculum
3	Refine the process of the development of Personalised Learning Plans to support with documentation of resources used to lift student learning.	Raising Awareness	Building Knowledge	Implementing	Embedded	Student Support Staff Principal

Our Measures (What will success look like?)

Staff will	<p><i>Planning and Pedagogy</i></p> <ul style="list-style-type: none"> Planning of English Units once per term with HOD-Curriculum and Student Support Team. Student support teachers provide classroom teachers with support to determine required adjustments and differentiation strategies to be implemented. Student support teachers and teacher aides work alongside classroom teachers to deliver adjusted curriculum tasks. Student support teachers use planning meetings to review personalised learning plan and student goals. <p><i>Assessment and Data</i></p> <ul style="list-style-type: none"> Use learning walk data to determine the student awareness of their learning (assessment capable learners). Engage in case management once per term to reflect upon and influence their pedagogy and to set SMART goals for 1 student per term. <p><i>Capability Building</i></p> <ul style="list-style-type: none"> Student support staff begin to explore opportunities to engage with external student support staff to build capability and explore student referral processes.
Students will	<ul style="list-style-type: none"> Confidently answer the following guiding questions: <ul style="list-style-type: none"> What am I learning? Why am I learning this? How will I know that I have learnt it? What is my next step? Confidently use bump it up walls. Participate in peer-to-peer feedback and individual feedback, understanding how to receive and provide specific and helpful feedback. Regulate their own behaviour ensuring they are ready for learning.

With the implementation of the improvement strategies in this Annual Improvement Plan Stafford Heights State School aims to achieve the following A to E English targets:

2022 School Targets – A to E English Learning Area Data

2022 Targets - % of Students C or above

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
70 %	70%	85%	85%	85%	60%	70%

2022 Targets - % of Students achievement – A or B

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
50 %	50%	50%	50%	40%	30%	35%

Endorsement

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



Principal



P and C



Assistant Regional Director