



Stafford Heights State School Annual Improvement Plan 2024



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

2024 Improvement Strategies

EDUCATIONAL ACHIEVEMENT - INNOVATIVE QUALITY TEACHING AND LEARNING

Develop a clear understanding of the achievement standards for English and the sequence of teaching required for students to be challenged and reach their full potential.

WELLBEING AND ENGAGEMENT - HEALTHY AND NURTURING ENVIRONMENT

Monitor, maintain and support student wellbeing so that the whole child is developed.

CULTURE AND INCLUSION - INCLUSIVE AND CONNECTED COMMUNITY

Enhance and extend partnerships within and beyond the local community that have the potential to improve student learning, wellbeing and engagement.

Measurable Outcomes						
English A-E Data	Semester 2 2023 - Baseline			Targets, Semester 2, 2024		
	Year Level	A-C	A/B	Year Level	A-C	A/B
	Starting Strong (P-2)	71%	46%	Starting Strong (P-2)	80%	50%
	Building Foundations (3-6)	81%	50%	Building Foundations (3-6)	90%	55%
	NCCD Starting Strong (P-2)	53%	16%	NCCD Starting Strong (P-2)	65%	30%
	NCCD Building Foundations (3-6)	68%	27%	NCCD Building Foundations (3-6)	80%	40%
	First Nation Starting Strong (P-2)	30%	13%	First Nation Starting Strong (P-2)	50%	20%
	First Nation Building Foundations (3-6)	44%	16%	First Nation Building Foundations (3-6)	60%	25%

Measurable Outcome			
Attendance	Year Levels	Semester 1 Baseline	Semester 2
	Starting Strong (P-2)	87%	92%
	Building Foundations (3-6)	85%	90%
	First Nation Starting Strong (P-2)	74%	85%
	First Nation Building Foundations (3-6)	69%	80%
	NCCD Starting Strong (P-2)	86%	90%
	NCCD Building Foundations (3-6)	85%	90%

Measurable Outcome			
School Opinion Survey	Parents	Semester 1	Semester 2
	My child's learning needs are being met at this school	94.5%	100%
	Students		
	I understand how I am assessed at my school	84%	95%
	My teachers are interested in my wellbeing	96%	100%
	Teachers		
	The expectations and rules are clear at this school.	75%	100%

EDUCATIONAL ACHIEVEMENT - INNOVATIVE QUALITY TEACHING AND LEARNING

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

12 Month Success Criteria:

- All teachers and teacher aides use a consistent approach in teaching reading at SHSS
- All teachers and teacher aides will have undergone professional development in reading using the EQ Reading Portal and ACV9
- All students are explicitly taught to read using evidence informed research and teaching practices
- Engagement in a quality planning, teaching and moderation cycle to ensure consistent and accurate teacher judgments of student learning against the relevant achievement standards
- Refine planning with full clarity to build capabilities with the English ACV9
- All teachers use pre/mid/post writing samples to differentiate for teaching and learning in writing
- All teachers monitor the learning and respond by planning differentiated pedagogy (i.e explicit, gradual release) for a range of learners.
- Development of the non-negotiables of English Learning Wall (including Bump Up) at SHSS
- English Learning Wall co-constructed with students
- All students can answer the following questions about what they are learning, how they are doing, how do they know, how can they improve and where do they go for help.

	Actions	Timeline				Expected Behaviours Leadership, Teachers, Teacher Aides, Students	Capability Development	Indicators of Success	Progress			
		1	2	3	4				reflection based on progress Green = on track, Yellow = underway, Red = yet to start Shade cell at the end of each term after			
Educational Achievement	Review and refine the Teaching of Reading at SHSS by developing a consistent approach using evidence informed research and teaching practices.	R	I	E	E	<p>Students:</p> <ul style="list-style-type: none"> • actively use learning walls and marking guides to set goals, focus on improvement and seek feedback, jointly construct exemplars, actively engage in learning activities, engage in differentiated tasks. • are explicitly taught reading across all learning areas of the Australian Curriculum <p>Teachers:</p> <ul style="list-style-type: none"> • Use the ACV9 and EQ reading portal to support the teaching of reading. • Explicitly teach reading using evidence-informed teaching practices • Engage in fortnightly cycles to moderate to ensure consistent understanding of the Achievement Standard and to monitor the learning and respond by planning differentiated pedagogy (explicit, gradual release) for a range of learners. • Co-design with leadership team the non-negotiables of English Learning Wall (including a bump up wall) • Watch others work to share pedagogical practices/learning walls <p>Teacher Aides:</p> <ul style="list-style-type: none"> • Support teachers and students during structured English blocks in particular in the areas of reading and writing. • Provide feedback to teachers on student learning. <p>Leadership:</p> <ul style="list-style-type: none"> • Lead moderation processes to build clarity and alignment of assessment tasks to ACV9 achievement standards and marking guides. • Lead the development of writing exemplars for A, B & C standards • Analyse English A – C Data termly with staff • Monitor the enactment of the teaching and learning through regular learning walk and talks. • Co-design with teachers the non-negotiables of English Learning Walls (including a Bump Up Wall). 	<ul style="list-style-type: none"> • HOD – C & Experience Senior Prep Teacher attend reading PD • HOD -C & Prep Teacher lead school-based reading PD to teachers & teacher aides • Leadership team lead moderation processes with each year level • All staff PD on Visible Learning & 3rd Teaching space (Hattie and Lyn Sharratt) • Opportunities to visit other schools to view co-constructed learning walls • HOD-C modelling reading and writing in classrooms 	<p>English A-C at or above</p> <ul style="list-style-type: none"> • Starting Strong 80% (P – 2) • Building on foundations 90% (3-6) <p>English A-B</p> <ul style="list-style-type: none"> • Starting Strong 50% (P – 2) • Building on foundations 55% (3-6) • Semester Reporting (including termly tracking of A-E) • Non-negotiables of English Learning Walls including a Bump Up at SHSS are in all classrooms and are visible and accessed by students. • Signpost for Reading (growth from pre to post) • SHSS consistent approach to reading developed by the HOD-Curriculum • Improved School Opinion Survey Data: (<i>I understand how I am assessed at my school, My child's learning needs are being met at this school</i>) • Moderation at SHSS is embedded to ensure consistent and accurate teacher judgments of student learning against the relevant achievement standards. 	T1	T2	T3	T4
	All teachers engage in English (writing) moderation every fortnight to adjust planned teaching and learning to ensure teaching is targeted for student improvement in academic achievement.	I	I	E	E							
	Collaboratively develop and enact the non-negotiables for Learning Walls (including Bump Up) at SHSS.	D	D	I	I							

WELLBEING AND ENGAGEMENT - HEALTHY AND NURTURING ENVIRONMENT

Improvement Strategy: Monitor, maintain and support student wellbeing so that the whole child is developed.

12 Month Success Criteria:

- All staff embed the teaching and learning of Staffie Life Skills Responsible Decision Making, Resilience and Perseverance making connections to the Respectful Relationship Education.
- All students are explicitly taught the school expectations through weekly targeted sessions
- All students are able to communicate how to make responsible decisions, show resilience and perseverance

	Actions		Timeline				Expected Behaviours Leadership, Teachers, Teacher Aides, Students	Capability Development	Indicators of Success	Progress			
			R= Research/Review D= Develop, I= Implement, E = Embed							reflection based on progress Green = on track, Yellow = underway, Red = yet to start Shade cell at the end of each term after			
Wellbeing and Engagement			T 1	T 2	T 3	T 4				T1	T2	T3	T4
		<p>All teachers, teacher aides, leadership team and admin team complete 'The Get Happier Project' training to develop an understanding of effective pedagogy for independence, resilience and mental health.</p> <p>Consolidate the teaching and learning of Staffie Life Skills (Positive Behaviour for Learning) – Responsible Decision Making, Resilience and Perseverance making connections to the Respectful Relationship Education.</p>		R	D	I				I	<p>Students:</p> <ul style="list-style-type: none"> actively engage and follow routines, playground expectations, transitions, engage with positive reinforcement system (Good ones/Staffie Celebrations), learn about Respectful Relationship Education in weekly health lessons. <p>PBL Committee & PBL Coach/Lead Teacher</p> <ul style="list-style-type: none"> uses data from 2023 QLD Engagement & Wellbeing Survey to plan actions for 2024, analyse & respond to behaviour data termly, targeted teaching of weekly focus is sent to all teachers, conduct Tier 1 PBL audit. <p>Teachers:</p> <ul style="list-style-type: none"> use the suite of resources developed for Tier 1 PBL implementation, actively follow schoolwide routines, have successful transitions & consistent use of language in Expectation Matrix. explicitly teach the Respectful Relationship Education Program to all students <p>Teacher Aides:</p> <ul style="list-style-type: none"> use the suite of resources developed for Tier 1 PBL implementation, actively follow schoolwide routines, have successful transitions & consistent use of language in Expectation Matrix. <p>Leadership:</p> <ul style="list-style-type: none"> model consistent language and follow-up, enact positive behaviour with fidelity, use behaviour data to allocate resources to support students 	<ul style="list-style-type: none"> All staff complete "The Get Happier Project" training All staff participate in PD in using the Classroom Management Hub Students engage in weekly health lesson linking to the Respectful Relationship Education Program Targeted PBL & Respectful Relationship Education PD for all staff 	<ul style="list-style-type: none"> Improvement from 2023 QLD Engagement and Wellbeing survey to the 2024 QLD Engagement and Wellbeing survey by further embedding Staffie Life Skills. Improvement in OneSchool Behaviour data. All students are able to communicate how to make responsible decisions and show resilience and perseverance. Improved School Opinion Survey data: "Expectations and rules are clear".

CULTURE AND INCLUSION - INCLUSIVE AND CONNECTED COMMUNITY

Improvement Strategy: Enhance and extend partnerships within and beyond the local community that have the potential to improve student learning, wellbeing and engagement.

12 Month Success Criteria:

- All staff will have undergone professional development on NCCD data, differentiation, DDA PLPs and ICPS
- All teachers will have planned for quality differentiation for all students, focused or intensive using data to drive decisions around the diverse needs of students
- First Nation Families have an increased sense of belonging at SHSS
- Teachers use a range of pedagogies to cater for all students
- Positive partnerships built with external providers to support the First Nation families

Actions	Timeline				Expected Behaviours Leadership, Teachers, Teacher Aides, Students	Capability Development	Indicators of Success	Progress			
	T1	T2	T3	T4				T1	T2	T3	T4
Collaboratively develop a whole school understanding and process of National Consistent Collection Data, DDA Personalised Learning Plans (PLPs) & Individual Curriculum Plans (ICPs) and implement the practices that are informed by current research, legislation and policy.	D	D	I	I	<p>Students:</p> <ul style="list-style-type: none"> • Positively engage with their learning in the classroom, build relationships between families and school, increase attendance and engagement in their learning. <p>Teachers:</p> <ul style="list-style-type: none"> • engage and understand the NCCD, DDA PLPs and ICPs, purposefully using data to deeply understand our range of learners for differentiated teaching (all students, focused and intensive), build positive relationships with our First Nation families, access resources and building cultural perspectives into teaching, <p>Inclusion Teachers:</p> <ul style="list-style-type: none"> • develop the whole school process of NCCD, DDA PLPs and ICPs with the leadership team and build precision with using strategies for identified students. <p>Teacher Aides:</p> <ul style="list-style-type: none"> • Use teacher's plans to support students with their learning, build positive relationships with our First Nation families. <p>Leadership:</p> <ul style="list-style-type: none"> • Lead the development of whole school process of NCCD, DDA PLPs and ICPs understanding differentiation practices across 3 levels (all students, focused and intensive), work with First Nation Regional Support Staff, establish informal and formal meet-ups to engage and encourage attendance for our First Nation families, connect with local elders and community agencies. 	<ul style="list-style-type: none"> • Build capabilities of Inclusion Teachers through school-based PD and visits to other schools. • Leadership and teachers purposefully using data to deeply understand our range of learners. • Collaborative work with regional support staff to build staff knowledge of how to strengthen connections with our First Nations students/families 	<p>Increase A-C Data for NCCD students:</p> <ul style="list-style-type: none"> • Starting Strong (P – 2) 65% • Building on foundations (3-6) 80% <p>Increase A-C Data for First Nations students</p> <ul style="list-style-type: none"> • First Nation Starting Strong (P-2) 50% • First Nation Building Foundations (3-6) 60% • Development of a whole process for NCCD, DDA PLPs & ICPs. • Every First Nation student to succeed, reach their full potential and achieve academic success. <p>Increase attendance for:</p> <ul style="list-style-type: none"> • First Nation Starting Strong (P-2) 85% • First Nation Building Foundations (3-6) 80% • Increase in engagement and learning of students as differentiation supports are provided. 				
SHSS strengthening engagement with our First Nation students, families and community.	I	E	E	E							

Key Endorsement

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


Principal


S. Nahak
P and C

 Tracy Egan
School Supervisor