



El Arish State School Annual Implementation Plan

2019

Explicit Improvement Focus
Increase the percentage of students achieving a 'B' standard or above in English through a focus on reading within the curriculum
Increase the percentage of students achieving a 'B' standard or above in Mathematics through a focus on number and warm-ups
High quality teaching focused on the achievement of every student

DoE Strategic Plan 2019-2022	State Schools Strategy 2019-2022	Strategies	Frameworks	Performance Measures	Planned Educator Learning Aligned to key strategies to build capability and capacity of staff
PRECISION	<p>Successful Learners</p> <ul style="list-style-type: none"> Know our learners Analyse student reading and number data to improve the A-B achievements in English and Mathematics through mapping students using the Literacy Continuum and Early Start Identify and support U2B students in reading and number through teaching with Literacy and Higher Order Thinking focuses across all learning areas Meet our learners' needs Ensure targeted teaching in response to students' specific needs and context and development of individual learning goals for every student Develop a systematic approach to students providing teachers with feedback through the use of plough-backs at the end of each lesson to determine the effectiveness of the lesson Develop teacher's ability to use the Literacy Continuum and Early Start to differentiate learning to improve A-B achievement <p>Systemic Curriculum Delivery</p> <ul style="list-style-type: none"> Develop and embed non-negotiable classroom practices related to the Explicit Improvement Agenda to build a feedback culture to achieve positive outcomes for students Develop and implement an evidence-based, consistent and engaging whole school approach to the teaching, learning and assessment of reading and number supported by professional development Co creation of learning walls that demonstrate student learning every lesson to the summative assessment task <p>Effective Pedagogical Practices</p> <ul style="list-style-type: none"> Ensure school wide understanding and implementation of the Pedagogical Framework through targeted PD in Gradual Release of Responsibility, Explicit Instruction and quality teaching of reading and number Monitor the use of agreed, research-validated, school-wide pedagogical Framework of Explicit Teaching of reading and number <p>Expert Teaching Team</p> <ul style="list-style-type: none"> Develop a culture of high expectations for all staff and student learning, growth mindset Develop quality teaching practices in Higher Order Thinking in all classrooms and all learning areas Build assessment literacy of teachers through engagement with an agreed instructional coaching cycle Sharpen classroom differentiation practices through a systematic observation, mentoring, coaching and walk-through process Support staff in developing their capacity to utilise and integrate technology to improve learning and teaching 	<p>2019 State Schools Strategy Early Start/ Literacy Continuum P-12 Curriculum Framework Inclusive Practices</p>	<ul style="list-style-type: none"> A whole school approach to supporting the learning of all students is documented All students mapped to literacy continua for reading P-2 students Early Start data recorded NAPLAN, PM/PROBE and Literacy Continuum data triangulates with A - B Achievement Individual Learning Goals for every student ICP for identified students e.g. SWD, G&T Enhanced SOS in S2048 "I am getting a good education at my school" 	<p>Unpack Literacy Continua and Early Start</p> <p>Using One School to map students to Literacy Continua and Early Start</p> <p>QT & L Teaching with a Literacy Focus</p>	
ALIGNMENT	<p>Teaching Quality</p> <ul style="list-style-type: none"> Develop and implement an evidence-based, consistent and engaging whole school approach to the teaching, learning and assessment of reading and number supported by professional development Co creation of learning walls that demonstrate student learning every lesson to the summative assessment task <p>Effective Pedagogical Practices</p> <ul style="list-style-type: none"> Ensure school wide understanding and implementation of the Pedagogical Framework through targeted PD in Gradual Release of Responsibility, Explicit Instruction and quality teaching of reading and number Monitor the use of agreed, research-validated, school-wide pedagogical Framework of Explicit Teaching of reading and number <p>Expert Teaching Team</p> <ul style="list-style-type: none"> Develop a culture of high expectations for all staff and student learning, growth mindset Develop quality teaching practices in Higher Order Thinking in all classrooms and all learning areas Build assessment literacy of teachers through engagement with an agreed instructional coaching cycle Sharpen classroom differentiation practices through a systematic observation, mentoring, coaching and walk-through process Support staff in developing their capacity to utilise and integrate technology to improve learning and teaching 	<p>2019 State Schools Strategy Australian Curriculum P-12 Curriculum Pedagogical Framework Annual Performance and Development Framework Australian Professional Standards for teachers FNQ Strategic Plan Early Start/ Literacy Continuum NSIT</p>	<ul style="list-style-type: none"> Continue to update the EASS Pedagogical Framework to reflect current expectations and learning needs Inquiry Cycle documented to establish problems of practice and strategies for improvement in English and Mathematics Agreed pedagogical framework is evidence-based and incorporates high yield strategies and focuses on the success of all students Planned assessment to occur in multiple methods to cater for variety of learning styles Learning Walls demonstrate student learning aligned to the summative assessment task Higher Order Thinking incorporated into teacher APD's and observation and feedback cycles Flexible approach to curriculum delivery for Learning Areas/Subject Specific Increased staff confidence and skills in using technology as a learning tool as measured through Staff Opinion Survey 	<p>Instructional Coaching</p> <p>Curriculum alignment process</p> <p>3 Levels planning</p> <p>Learning Walls</p> <p>Gradual Release of Responsibility</p> <p>Think alouds, warm-ups, plough-back</p>	
INTENTIONAL COLLABORATION	<p>Principal Leadership & Performance</p> <ul style="list-style-type: none"> Lead Teaching and Learning Embed an inclusive and engaging school wide curriculum, pedagogy, assessment model for English and Mathematics by engaging with P-12 CARF and Inclusive Practices Support professionalism and leadership of all staff through implementation of authentic Developing Performance conversations Lead improvement, innovation and change Deepen learning and foster accountability for the teaching of English and Mathematics by ensuring fidelity of A-B through school based and cluster moderation Build an inclusive and collaborative culture using whatever it takes systems <p>Know our data</p> <ul style="list-style-type: none"> Scan and assess reading and number evidence of learning to determine the impact on A-B data Analyse student data to identify a problem of practice and utilise whole school Pedagogical Framework to determine what process will ensure targets set are achieved <p>Know our strategies</p> <ul style="list-style-type: none"> Accelerate the inclusive and explicit improvement agenda, using a chain of evidence and inquiry model for reading and number Build staff knowledge, understanding and application of inclusive education and associated legislation and policy. <p>Foster accountability</p> <ul style="list-style-type: none"> Develop PACE Framework with all stakeholders to ensure collaborative partnerships <p>Create collaboration</p> <ul style="list-style-type: none"> Continue to implement a comprehensive approach to engaging families in supporting high expectations for student learning Collaborate with cluster schools to optimise staff capacity building, sharing of resources and maximise transition for students to high school 	<p>2019 State Schools Strategy NSIT Australian Professional Standards Evidence Hub Staff Well being FNQ Strategic Plan Early Start/ Literacy Continuum</p>	<ul style="list-style-type: none"> On-balance judgements, marking guides and assessment portfolios for every student 	<p>Deep knowledge and understanding of achievement standards</p> <p>P - 12 CARF</p>	
	<p>School Performance</p> <ul style="list-style-type: none"> Know our data Scan and assess reading and number evidence of learning to determine the impact on A-B data Analyse student data to identify a problem of practice and utilise whole school Pedagogical Framework to determine what process will ensure targets set are achieved <p>Know our strategies</p> <ul style="list-style-type: none"> Accelerate the inclusive and explicit improvement agenda, using a chain of evidence and inquiry model for reading and number Build staff knowledge, understanding and application of inclusive education and associated legislation and policy. <p>Foster accountability</p> <ul style="list-style-type: none"> Develop PACE Framework with all stakeholders to ensure collaborative partnerships <p>Create collaboration</p> <ul style="list-style-type: none"> Continue to implement a comprehensive approach to engaging families in supporting high expectations for student learning Collaborate with cluster schools to optimise staff capacity building, sharing of resources and maximise transition for students to high school 	<p>2019 State Schools Strategy NSIT SIU Recommendations School Improvement Model Australian Curriculum FNQ Strategic Plan Early Start/ Literacy Continuum</p>	<ul style="list-style-type: none"> Students are able to articulate their learning daily using Sharratt's 5 Questions 	<p>Assessment Literacy</p>	
	<p>Local Decision Making/Regional Support</p> <ul style="list-style-type: none"> Foster accountability Develop PACE Framework with all stakeholders to ensure collaborative partnerships Create collaboration Continue to implement a comprehensive approach to engaging families in supporting high expectations for student learning Collaborate with cluster schools to optimise staff capacity building, sharing of resources and maximise transition for students to high school 	<p>2019 State Schools Strategy Parent Community & Engagement Framework</p>	<ul style="list-style-type: none"> Enhanced SOS in domain of parent input into the school Increased number of parent attendees at school events Meetings with other schools within cluster to develop common approach to planning curriculum delivery particularly in reading and number 	<p>Understanding of PACE Framework</p>	

This plan has been developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements for 2019.

P & C President

Assistant Regional Director