# El Arish State School
## Annual Implementation Plan
### 2019

**Strategies**

<table>
<thead>
<tr>
<th>Frameworks</th>
<th>Performance Measures</th>
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</thead>
<tbody>
<tr>
<td>2019 State Schools Strategy Early Start/Literacy Continuum P-12 Curriculum Framework</td>
<td>A whole school approach to supporting the learning of all students is documented</td>
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<tr>
<td>Australian Professional Standards for teachers Early Start/Literacy Continuum</td>
<td>All students mapped to literacy continua for reading and writing P-3 students Early Start data recorded NAPLAN, NAPLAN 2018 and Literacy Continuum data aligned with P-3 Assessment</td>
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<tr>
<td>EQI &amp; Literacy Continua Early Start</td>
<td>Instructional Coaching Curriculum alignment process 3 Levels planning Learning Walls Gradual Release of Responsibility Think about, warm-up, plug-in back</td>
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</tbody>
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### Goals

**Alignment**

- **Teaching Quality**
  - Systemic Curriculum Delivery
    - 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 issue to the summative assessment task
  - Effective Pedagogical Practices
    - Ensure school-wide understanding and implementation of the Pedagogical Framework through targeted PD and Gradual Release of Responsibility, explicit instruction, and quality teaching of reading and number
    - Monitor the use of agreed, research-supported, school-wide pedagogical frameworks, explicit teaching of reading and number
  - Expert Teaching Team
    - 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 feedback process
    - Support staff in developing their capacity to utilise and integrate technology to improve learning and teaching

**Collaboration**

- **Principal Leadership & Performance**
  - Lead Teaching and Learning
    - Embed an inclusive and engaging school-wide curriculum, pedagogy, assessment model for English and Mathematics by engaging with P-12 CAP and Inclusive Practices
  - Develop self and others
    - Support professional development 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 What Works: It Takes Systems

- **School Performance**
  - Know our data
    - Scan and analyse reading and numerical 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 are set and achieved
  - Know our strategies
    - Acquire the inclusive and explicit improvement agenda, using a driver of evidence and inquiry model for reading and number
    - Build staff knowledge, understanding and application of inclusive education and associated regulations and policy

- **Local Decision Making/Regional Support**
  - Foster accountability
    - Develop PAC 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 reduce transition for students to high school

**Engagement**

- **Community Engagement**
  - Students are engaged in their learning daily using Snapchat's 5 Questions
  - Instructional Coaching Curriculum alignment process 3 Levels planning Learning Walls Gradual Release of Responsibility Think about, warm-up, plug-in back
  - Deep knowledge and understanding of achievement standards P-12 CAP
  - On-balance judgements, marking guides and assessment portfolios for every student
  - Students are engaged in their learning daily using Snapchat's 5 Questions

**Support**

- **Planned Educator Learning**
  - Instructional Coaching Curriculum alignment process 3 Levels planning Learning Walls Gradual Release of Responsibility Think about, warm-up, plug-in back

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.

Principal

P & C President

Assistant Regional Director

Developed by Suzanne Currin – ARQ FNQ