**El Arish State School**

**2024 ANNUAL IMPLEMENTATION PLAN**



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| **School priority 1:**  **Collabortatively implement an agreed suite of high-impact pedagogical strategies based on shared understanding by all staff that support the implementation of curriculum and student learning.**  **School Improvement Recommendations: 8.1, 8.2, 6.1** | **Monitoring**  *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.* | | | | **Long term measurable/desired outcomes:**   * Improvement in A – C data - 80% of students achieving C or above in English, increase in students receiving B or above to 40% * 100% of students accessing the Visible learning Wall in English * 100% of teachers creating a Visible Learning Wall in English * 100% of staff being able to articulate the agreed upon high-impact pedagogical strategies (Visible Learning and Low Variance Routines) * 100% of teachers able to reflect on their current engagement level of High Impact Pedagogical Practices of Visible Learning (using tool – “Teacher reflection - Cycle of Making Learning Visible) * Re-development of a Small Schools Curriculum plan aligned to Version 9 in English and Maths * All teachers have constructed a Professional Learning Plan with goals aligned to the AIP. * School Data Plan updated and aligned to V9 of the Australian Curriculum | **AIP measurable/desired outcomes:**   * Collaborative learning walls for English in all classrooms (accessed by children) * One demonstration class (in English) by end of Term 4 2024 (P-2) * Improvement in A – C data - 80% of students achieving C or above in English, increase in students receiving B or above to 40%. * Students able to answer Sharratt’s 5 questions – Q 2 and 4 - asked by CT weekly and twice a term by principal. - 80% of students able to answer Q 2 & 4 accurately. * Align Whole School Curriculum Plan with Version 9 of The Australian Curriculum. * Moderation occurring with at least one other Visible Learning Partnership Cluster School (El Arish) minimum of twice per term with an increased focus on data sharing. |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Strategy/ies:**   * Visible learning processes implemented school-wide (Lyn Sharratt/Hattie) 8.1, 8.2 * Enhance moderation practices to support teacher understanding of the AC and consistency of LOA. 6.1 * Enact systematic processes that enable all staff to participate in Co-planning, co-teaching, observation, feedback, coaching and mentoring arrangements (including watching others work). 8.1, 8.2,   Low variance routine development – literacy block development – teaching reading development aligned to Version 9 of the curriculum. 8.1, 8.2, 6.1, 6.2   * Align Whole School Curriculum Plan to Version 9 of The Australian Curriculum. 6.2 | | | | |
| **Actions:**   * Class teachers to visit example/demonstration classrooms in the cluster (MRUSS - Bec, CSS – Deb, TSS – Belinda/Mel Sparrow, FSS – Kelly, MBSS – Annette). * View and unpack Visible Learning vignettes – QLearn * All teaching staff continue co-planning, co-reflecting through Q-Learn collaboration/face to face (Visible Learning Partnership School - FSS) * Staff to attend professional development on V9 of The Australian Curriculum implementation. * All teaching staff continue teaching using Visible Learning/learning walls for all English lessons throughout the week * Coaching and feedback by principal/CTs – opportunities for CTs to observe and give feedback to each other * Before and After moderation with cluster schools (Feluga SS) with gradual introduction of student A – E data analysis * Build teacher/leader capability around AC Version 9 * Principal to work with School Supervisor in sourcing Regional Support to enhance teacher capability and development around Low Variance Routines and V9 Curriculum Development and Implementation. | | | | | **Responsible officer(s):**   * *All classroom teachers* * *Class Teacher with demonstration classroom* * *Principal* | **Resources:**   * TRS for teachers to visit demonstration classrooms /observe and give feedback to each other x 10 (additional funds from remaining CDSE Small Schools project – Cluster HOD-C) and school funding * Demonstration classrooms in cluster * Q-learn – collaboration, vignettes * School Supervisor to identify with principal and co-ordinate Regional Support * Large GTMJs for classroom (Printed at MBSS) * Jocelyn Seamer – Resource Room (Low Variance Routine) subsriciption $150 per teacher |
| **Approvals**  This plan was developed in consultation with the school community and meets school needs and systemic requirements.  **Principal P&C/School Council School Supervisor** | | | | | | |