**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.
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| **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
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| **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
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| **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** |