Alligator Creek State School
Annual Implementation Plan 2019
School Improvement Priorities 2019

Major Improvement Priority: Consistent improvement in the teaching and learning of reading

Strategy: Ensuring that sequential learning happens to achieve mastery of the foundation of reading				
Actions	**What does this look like?**	**Targets**	**Timelines**	**Responsible Officer/s**
Create and embed a whole school understanding of the teaching of reading at ACSS, including teaching and learning expectations and processes	• Consistent whole school approaches and strategies to the teaching of reading and comprehension • Aligning content descriptors and achievement standards to individual English units	First Plan created and implemented Plan modified and implemented with 100% of staff trying the plan	Term 1 Term 2, 3 and 4	HOC Principal
Create a culture of teaching the literacy demands across the curriculum, including the implementation of systemic curriculum delivery of the Australian curriculum	• All staff using KLAs to teach literacy particularly reading • Unpacking literacy demands of KLA	Literacy across the curriculum reflected in planning for 100% of teachers	Term 4	Principal Deputy principal HOC
Use data to inform individual teaching and learning practices, building data literacies and the sharing of data at a class, cohort and school level.	• Data from A to E and internal monitoring used to inform teaching for every child. • Staff discussing data and strategies to improve learning and teaching • Data walls used to promote conversations around future planning	85% of students reaching benchmarks for reading in internal monitoring and A to E	Term 2	Principal Deputy principal HOC

Build capacity of staff in reading literacies	• Every teacher participating in PD at a foundation level for the teaching of reading ie literacy continua, running records and using that knowledge in the classroom	100% of staff participating in reading PD	Start term 1	Principal Deputy principal HOC

Minor Improvement Priority: Embed improvement strategies in the teaching and learning of numeracy

Strategy: Ensuring that sequential learning happens to achieve mastery of the foundation of numeracy				
Actions	**What does this look like?**	**Targets**	**Timelines**	**Responsible Officer/s**
Continue implementing systematic curriculum delivery P-6 of the Australian Curriculum. GTMJ are understood and used to backward map as well as inform student achievements	• Consistency across school with unpacking of units and planning • Australian Curriculum is understood at a deep level	100% of teachers understand and use the GTMJ to inform teaching and achievement and standards	Term 1	HOC Principal
Embed moderation and implement data review opportunities of Maths pre/post (c2c) tests each term with guidance by leadership team, to inform future teaching and learning	• Using the pretest to inform teaching and differentiation. • Analyse the post tests in comparison with the pre tests to determine growth and barriers and where to next	85%, or greater, of students meet year level achievement end of each term	Term 1	Principal Deputy principal HOC
Build capacity of staff to implement the teaching and learning demands in numeracy using a range of pedagogy catering for the individual learning needs of students.	• A range of pedagogies are used when teaching numeracy	100% of staff take part in numeracy pedagogy PD	Term 4	HOC Principal

Minor Improvement priority: Building a Teaching and Learning Culture

Strategy: Ensuring consistency and a whole school pedagogical approach based on high-effect size visible teaching and learning in P-6				
Actions	**What does this look like?**	**Targets**	**Timelines**	**Responsible Officer/s**
Provide release time with the intent to recognise and improve impact of teaching and learning, increase classroom teacher expertise and build capability in pedagogies through: -collegial visits -self-reflections of teaching (particular aspect of focus across all classroom teachers) using the agreed upon template. -watching others work on specified pedagogies and feedback	• Teachers are giving and being given feedback on lessons by admin and each other following set processes • Teachers write their reflections on the template from WOW • Teachers use a variety of pedagogies to teach the curriculum and work to improve efficiencies in these practices. • Consistent language documented around elements of the pedagogies	100% of classroom teachers engage in: Watching Others Work 3 x term for particular focus across all teachers Self-Reflection 3 x term for particular focus across all teachers	Started by the end of term 2 and embedded by the end of year	Principal Deputy principal HOC
Implementing systematic curriculum delivery P-6 of the Australian Curriculum, using backward mapping processes Teachers will use learning walls to support student learning to enable every student to achieve their potential.	• Teachers are involved with collaborative working through the flow chart • Classroom will show learning journeys for English and maths	100% of teachers 100% of classrooms show evidence of learning walls	Started in term 1, reviewed each term.	Principal Deputy principal HOC
Implement a range of pedagogies to enhance the teaching and learning of reading, consolidating explicit instruction and Modelled, shared, guided and independent reading	• Consistent use of direct instruction vocabulary P-6 • Revisit the ped framework as part of PD • Visit other classrooms to see how others are using that pedagogy	100% of teachers using explicit instruction for new work by the end of term1. Enquiry based pedagogy initialised by all teaching	All elements started by end of term 2 and embedded by end of year.	Principal Deputy principal HOC

		staff including teacher aides		
	• Admin walkthroughs with clear focus • Show and tell practices across all year levels •			

Strategy: **Create a Feedback Culture with staff and students, developing trust and accountability for actions**				
Task specific feedback, including self-reported grades, written and verbal modes, will be used to ensure students maximise and understand their own progress in learning. Introduce Hattie's Instructional model for feedback	• All work has been given feedback. • Teachers are moving away from low level praise to high impact forms of verbal feedback • System classroom processes are set across the school on feedback • Teacher aides will also use some written and verbal feedback on student work	100% of classroom teachers and teacher aides using feedback every day	By the end of term 2 embedded	Principal Deputy principal HOC
Implement learning walls showing the learning journeys to the assessment tasks, featuring knows and dos and anchor charts, with all students articulating their own personal journey using the 5 questions: 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?	• Display K&Ds, GTMJ, assessment tasks and exemplars on the wall • Display teaching and learning anchor charts • Teach students how to interact with the walls • Students are able to articulate their learning, starting with the 5 questions.	100% of classroom teachers display learning journeys. 100% of students are able to articulate the 5 questions.	Learning walls starting to show journey by end of term 2. Five questions embedded by end of term 2.	Principal Deputy principal HOC
Teachers will continue to engage in regular pre and post moderation of student work in all Key Learning Areas, to ensure consistency of results and continual monitoring of student learning. Teachers will introduce mid point check ins to determine direction	• All teachers are consistent with standards • All teachers understand what they have to teach and what	100% of teachers will moderate student work across all KLAs.	Started in term 1, reviewed each term.	Principal Deputy principal HOC

	their students need to do to get to the student's capabilities			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	• Staff willing to demonstrate their practices	100% of teachers participate in feedback from supervisors and peers	Term 2	Principal Deputy principal HOC

Endorsement

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

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Principal   Parents' and Citizens' Association   Assistant Regional Director