

Annual Implementation Plan 2021



Dayboro State School Vision – To inspire students to reach their full potential in a safe, caring and educationally challenging environment

Our 2021 Explicit Improvement Agenda – Lifting student achievement and engagement through targeted teaching and feedback

The AIP was endorsed by the P&C on 26 February, 2021

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2021 Priorities

Successful Learners	Know our Learners	Dayboro State School Sem 2 2020 Level of Achievement data				
	Meeting ALL our learners' needs Tracking our learners	Extending our learners	English A standard %	17%		
Expert Teaching Team	Know our Curriculum		Maths A standard %	21%		
	Professional Knowledge		English A/B standard %	48%		
	Professional Practice		Maths A/B standard %	57%		
	Professional Engagement	Reaching the standard	English C and above %	91%		
	Maths C and above %		92%			
Expand partnerships with our community	Know our Community Expand and Maintain Partnerships Promote Successful Transitions	Target is to improve in all areas, with particular focus: - English and Mathematics A standard - English and Mathematics C and above				

Priorities	Improvement Strategies	Evidence of Success
Successful Learners	Know our Learners • EMBED a whole school approach to the collection of data, diagnostic testing and classroom formative and summative assessment schedule (Assessment Schedule 2021) • Analyse trends in student achievement and use to inform strategic approaches, target teaching and prompt early intervention • Use Early Start student data and the Literacy Continuum to monitor Prep-Year 2 student literacy progress • Use the Literacy Continuum-Aspects of Writing to map student progress Prep to Year 6 at year level benchmark • Triangulate A-E assessment data against relevant standardized testing data sets • Strategically plan targeted teaching, from data sets, and provide clarity for teachers through CHAAT's (Conversations Highlighting Assessment And Teaching) • Continue implementation of Student Case Management Meetings to enhance pedagogy and track targeted student progress. Meeting our Learners' Needs • Use planning sessions to plan for differentiation strategies and adjustments required prior to the teaching and learning • Target our Tier 1 whole class teaching to meet our students needs as identified in analysis of student data • Continue the extra provision of skilled teacher aides in P-3 classrooms, particularly during Reading and Math sessions to assist with grouping and differentiation strategies • Embed the whole school approach to RTII to meet the needs of all learners including identifying at-risk students, students with learning differences or disabilities and, in particular, highly able students. Provide intensive support or extension for those identified students • Targeted intervention support as outlined in the Investing for Success Program for students achieving below 'C' level in Years P-2 and extension for students achieving a B or an A • Develop a school wide approach to giving feedback to students • Continue to offer opportunities to cater for our highly able students e.g. STEM incursions and excursions, Brainways Days of Excellence and Optiminds, Tier 3 extension writing support. Including all Learners through Student Wellbeing and Engagement strategies • Utilise the Student Wellbeing and Engagement for Learning and Living (SWELL) Team to plan for additional academic, emotional or physical support for students • Provide opportunities for identified students to be successful in sport, leadership, arts, cultural and academic opportunities through implementation of the new 2020 Learning and Wellbeing Framework • Promote student wellbeing strategies as outlined in the DSS Learning and Wellbeing Framework • Use our school chaplaincy services to strengthen student engagement and wellbeing • Continue to focus on Student Attendance, analysing trends in attendance data at a whole school level, class and individual student level, increasing student attendance percentages • Review and refine the Positive Behaviour for Learning (PBL) procedures to ensure that school wide practices remain embedded so that students understand and are taught the correct behaviours across all school settings • Finalise the Student Code of Conduct, seeking community feedback, and implement to support students with clear guidelines for conduct in our school.	- Accurate identification of learners' needs (RTII) - Student Case management meetings facilitated twice a term - Teachers and Leaders will meet for CHAATs at least once a term - A school wide feedback process will be drafted - Targeted Tier 2 and Tier 3 support for students through the RTII model - Improvement in LOA data for English and Math
	Tracking our learners • Lifting our student achievement in English, through the development of individual goals in Writing and Reading. Raise the target percentages of students achieving a 'C' on higher in English and specifically the percentage of students achieving an A • Lifting student achievement in Mathematics of students in Prep to Year 6. Increase percentage of students achieving a 'C', with a particular focus on increasing the percentage of students achieving an A standard • Increase number of students in P-2 achieving year level expectations on the Early Start Literacy testing.	- Students will be identified for support and monitored through the SWELL team - Improvement in student attendance data - Reduction in behaviour data including SDA's - Published Student Code of Conduct - Increased success in LOA data increasing A-C percentage and more students achieving an A

Expert Teaching Team	Know the Curriculum - Continue to develop teacher understanding of the Australian Curriculum through year level collaborative planning with HOD (Head of Department- Curriculum), deconstructing the intent of the units of work and planning for assessment - Embed the DSS Curriculum, Assessment and Reporting Plan (CARP) as the framework for whole school alignment of planning, teaching, assessing and reporting of student achievement - Continue and enhance inter-school Moderation with Mt Samson SS to further teacher understanding of the Achievement Standards. Develop Professional Knowledge - Continue to elevate a shared belief that <i>all students can learn, all teachers can teach given time and the right support</i> - Plan for effective teaching and learning through funded teacher planning sessions with HOD - Use Professional Learning Teams (PLT's) to enable staff to develop expertise in the analysis of relevant and purposeful data to inform classroom practice - Instructional leaders collaborate with teachers, through CHAAT's, to use their student data to plan targeted teaching - Use professional learning opportunities in PLT's to enhance teacher understanding of signature pedagogies such as; the Gradual Release Model, Guided Instruction, use of the Bump It Up Walls and Feedback linked to success criteria - Develop teacher knowledge of effective student feedback processes through a book study - Hattie & Clark's 'Visible Learning: Feedback' - Redefine and clarify a rigorous whole school moderation cycle (Before, After, After End Model) in Writing to build professional knowledge of the assessment intent and the standard - Maintain professional development of our Teacher Aides in Literacy and Numeracy through weekly PD sessions with HOD.	- Moderation cycle timetable developed including intra and inter school opportunities - Planning time scheduled for teachers - Professional Learning Teams established - Clear Profession Learning Plan for all Teachers - Teacher Aides engaged in weekly professional learning - Enactment of Moderation plan
	Develop Professional Practice - Develop localised structures that enable teachers to engage in discussion and analysis of effective teaching and learning (PLT, collaborative planning, CHAAT, moderation, coaching and mentoring) - Collaboratively design, with teachers, a Collegial Engagement Model with teachers to include a Watching Others Work (WOW) model for teachers to observe great pedagogical practices in our school - Embed the DSS P-6 Writing Program into best practice, explicitly developing teacher capability of: Modelled Writing, Shared Writing, Guided Writing, Independent Writing - Continue to use the Gradual Release of Responsibility Model in the Reading Program across the school - Spotlight effective pedagogies of Reading and Writing practices using professional sharing models such as PLT's and Watching others Work (WOW) - Use Walks and Talks as a strategy to monitor student understanding of their learning and measure impact - Change the focus of the Classroom Observation and Feedback Cycle from Reading to Writing to provide feedback to teachers promoting and monitoring the continued improvement in signature pedagogies - Use the Literacy Continuum and 'Bump It Up' Walls in every classroom to develop individual learning goals for students in Writing as a school-wide practice - Continue to develop a balanced approach to teaching the four Maths proficiency strands: Knowledge and Understanding, Fluency, Problem Solving and Reasoning - Explicitly develop ways to teach Problem Solving and Reasoning to increase student achievement from B to A in Maths - Continue to develop best practice pedagogy to teach Number Facts Fluency which supports the embedding of Numeracy Rich Routines within the whole school - Implement a flexible repertoire of differentiation strategies to meet the needs of individual learners, using the DSS Differentiation Planner and the Maker Model of Adjustments.	- Improvement in percentage of students achieving standard as reflected in A-C LOA data - Improvement in percentage of students reaching up to an A as reflected in LOA data - Each teacher will be engaged in the collegial engagement model - Increased use of signature pedagogies as evidenced through observations

	Develop Professional Engagement • Enable teachers to engage and intentionally collaborate with the Instructional Leadership Team (HOD, DP and Principal) in high quality curriculum and pedagogy conversations in the Professional Learning Teams (PLT's) structure • Build on the strong collegiality to develop a self-reflective culture, embedding the engagement of staff in active Professional Learning Teams (PLTs) • Develop a school culture of professional sharing and encourage teacher self-reflection of practice and needs • Continue to engage teachers in the triangulating A-E assessment data against relevant data sets e.g. NAPLAN, PAT-R, PAT-M, NCR Diagnostics, Number Facts Fluency Tests, Writing Summative Assessments • Further develop engagement in Student Case Management Meetings to collaboratively problem solve individual student learning barriers and develop new strategies for intervention • Build teacher engagement in coaching and mentoring.	- Intentional collaboration through PLT's - WOW program scheduled and enacted - Student case management meetings timetabled
	Performance Development Process • Meet all teachers in Term 1 and Term 4 to develop and review Annual Performance Plans • Ensure teaching staff performance plans align with AITSL- National Professional Standards for Teachers and EIA • Embed consultation and feedback structures are embedded - walkthroughs, formal observation and feedback processes are embedded in school leadership practice • Continue to develop whole school practices in peer observation, feedback, differentiated coaching and learning to enhance teacher performance in line with the Explicit Improvement Agenda • Explore the development of staff personal wellbeing, developing a whole school staff wellbeing plan • Strategically plan for and monitor school improvement through weekly school leadership team meeting structure DIL (Dayboro Instructional Leadership Team) to review strategy, engage in data interrogation and ensure the alignment of school focus • Engage in Regional Leadership opportunities in Numeracy and Literacy development which promote the building of leadership capacity within the school • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.	- All staff will have an APDP with targeted professional goals - All staff will have access professional development opportunities within the school
Community Partnerships	Expand partnerships with our community • Continue to promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Continue the strong partnership between the P&C and the school and use this to leverage the connections with the school community school. • Review collaboratively and extend ways of communicating with parents • Utilise school resources (Head of Department- Curriculum) to provide programs and opportunities for parents and prospective parents to build their capacity to support their child's learning • Continue to engage with local state high schools and explore opportunities for our students to enhance their learning, particularly in the areas of The Arts and STEM • Promote Supporting Successful Transitions to Prep by: Embedding current transition practices and conversations with local ECEC providers, planning collaboratively to establish strategies based on data (e.g. AEDC) and sharing professional development opportunities when appropriate • Foster partnerships with secondary schools and collaboratively plan for smooth transitions for our Year 6 cohort to high school • Continue to work with regional support services to support and sustain school improvement • Continue to develop partnerships within and beyond the school that support student learning • Actively seek and develop a wide range of community partnerships, embracing opportunities to collaborate with local communities e.g. Local Police with Sheriff Program, Local Chaplaincy Committee, Aboriginal or Torres Strait Islander contacts.	- Increased parent engagement in school events - Evidence of successful transitions to Prep in behaviour and academic data - Increased opportunities to participate in transitions with high schools