



# Springbrook State School Annual Implementation Plan 2019

## School Improvement Priorities 2019



### Improvement priorities:

- School Performance: Build data literacy of teachers to use disaggregated student performance data to intentionally plan for all students.
- Teaching Quality: Implementing Anita Archer's Explicit Instruction and the School's Pedagogical Framework.

### Improvement priority

Priority: School Performance: Build data literacy of teachers to use disaggregated student performance data to intentionally plan for all students

Actions	Targets	Timelines	Responsible Officer/s
<b>Scan</b> – PAT-R, Early Start, WTW, PM and LOA data with literacy continuum to identify student needs.	Students mapped on literacy continuum	SFD, Term 1	Principal and teachers
<b>Scan &amp; Assess</b> – pre-moderation/targeted teaching conversations to enable teachers to identify student needs, curriculum needs and develop reading, writing and spelling groups across the whole school. <b>Plan</b> differentiated reading group instruction incorporating targeted teaching of the BIG 7 of reading instruction and literacy blocks that incorporate reading and writing across the curriculum using explicit instruction and gradual release of responsibility model.	Term reading/writing groups planned to incorporate reading and writing, recorded in OneSchool	Week 1 Term 1 Week 10 Terms 2, 3 & 4	Principal and teachers
<b>Scan &amp; Assess</b> – Teachers to participate in data conversations around the reading and writing data.	Teachers released to participate in data conversations using LOA, Lit. Continuum and Diagnostic Data	Week 9, every term	Principal and teachers
<b>Scan &amp; Assess</b> - Use of a writing coach to develop a writing program based on GTMJ and NAPLAN marking guides for students identified as cluster 7 or above.	Writing plans developed for students	Term 1	Principal and writing coach
<b>Act</b> – Teachers to participate in school pre-moderation	All teachers moderating on their select subject	Week 9, every term	Principal and teachers
<b>Act</b> – Teachers to participate in cluster moderation	Working collaboratively with cluster principals and HOCs to develop moderation processes.	Term 4	Principal and teachers
<b>Act</b> – Assessment and reporting schedule to be followed by all teachers	Reporting finished in time, participate in moderation	End of Semesters	Principal and teachers
<b>Measure</b> – NAPLAN, PAT, WTW data and literacy continuum.	Students mapped on literacy continuum	End of every term	Principal and teachers
<b>Review</b> – review effect sizes to reflect on impact and make further plans for another cycle if required	>0.8 effect sizes across classes P-6 achieving an U2B in LOA and Naplan Writing from 14% to 30% P-6 achieving age appropriate or above clusters on the literacy continuum for writing from 60% to 80% Literacy Continuum growth 1 cluster per semester		Principal and teachers

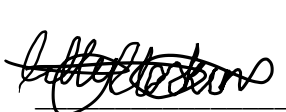
*Improvement priority*

- Priority: Teaching Quality: Teaching Quality: Implementing Anita Archer's Explicit Instruction and the School's Pedagogical Framework.

Actions	Targets	Timelines	Responsible Officer/s
<b>Scan</b> – Teachers and staff to participate in reflection graph, to support learning.	✓ Staff anonymously mapped on graph. SOS – Developing Performance from 85% to 100% SOS – Coaching and Mentoring from 71.4% to 85%	SFD	Principal and staff
<b>Plan</b> – 5 week cycle for implementation of explicit elements developed in accordance to the needs of the staff. Principal to engage in Anita Archer Train the Trainer.	All staff participation SOS – Quality professional development from 85% to 100%	Every 5 weeks	Principal and Staff
<b>Act</b> – Staff to participate in coaching and feedback cycle through participation in twilight sessions, pupil free days, co-teaching, pedagogical reflections, developing performance plans.	All staff participation, sharing of resources	Every 5 weeks	Principal and Staff
<b>Measure &amp; Review</b> – End of Term reflection graph	Staff anonymously mapped on graph. SOS – Developing Performance from 85% to 100% SOS – Coaching and Mentoring from 71.4% to 85%	Every term	Principal and Staff

**Endorsement**

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



Tilleea Hoskins

Principal



P and C / School Council



Daniel Duke

Assistant Regional Director

