

Allora P-10 State School

2021 Annual Implementation Plan

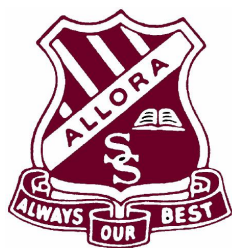
Improvement Priority 1. Narrow and sharpen the school improvement agenda to provide an explicit focus within the broader agenda of reading and writing, developing timelines for implementation and school and classroom targets.

Targets

The 2021 EIA "OUR BIG 3" provides a sharp and narrow focus on engagement, differentiation and literacy. Our target is to use data (A-E ratings, attendance, PBL) to inform teacher practice.

Strategy:	Reading and Writing targets for students are set and displayed in every classroom		
Actions	Timeline	Responsible Officer(s)	
Continue to review Whole School Curriculum Plan to ensure alignment with the Australian Curriculum and the P-12 Curriculum, Assessment and Reporting Framework	Term 1	Leanne Kanowski, Robyn Westerman	
Increase teacher efficacy across the school using I4S funding to improve student / teacher ratio.	Term 1	Principal, HOD	
Maintain positive trends across literacy outcomes	Ongoing	HOD, Year Coordinator	
Provide opportunities for intentional collaboration between Curriculum Leaders and Classroom Teachers to enhance student outcomes	Ongoing	Principal, HOD, HOSES, Year Coordinator	
Enhance digital pedagogies across the school with supporting infrastructure and professional learning.	Ongoing	Principal, HOD, Year Coordinator	
Strategy:	Ongoing professional development in the teaching of reading, which features in our school's Professional Learning Plan and is present in every teacher's Annual Performance Plan. Includes: Using Reading Procedures; SCORE; Oral Language; Phonics; Comprehension; Decoding and Fluency.		
Actions	Timeline	Responsible Officer(s)	
Review Literacy Data Plan to ensure efficient and effective data collection to inform practices in reading.	Ongoing	Principal, HOD, HOC, Year Coordinator	
Regional Principal Advisor - Teaching and Learning (PATL) to work with teachers in implementing reading strategies to meet student needs and to ensure systemic curriculum delivery across all LAs.	Ongoing	HOC	
Continue reviewing our Reading Plan in 2021 to ensure continued use of best practice teaching practices across a range of reading procedures.	Ongoing	HOC, Year Coordinator	





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Strategy: Ongoing professional development in the teaching of writing, which features in our school's Professional Learning Plan and is present in every teacher's Annual Performance Plan. Includes: 7 Steps; all aspects of Writing Criteria,

Actions	Timeline	Responsible Officer(s)
Include school targets for Writing (based on NAPLAN Writing Criteria) across primary year levels, with the view to use this to inform further practice in the teaching and learning of writing.	Ongoing	HOC
Utilise the school based 7 Steps Writing Coach to work with teachers both to advise, model and observe teaching practices in writing across all Learning Areas.	Ongoing	HOC, Year Coordinator
Revisit our Writing Policy to support best practices in the teaching of writing.	Term 1	HOC, Year Coordinator

Improvement Priority 2. Embed consistent classroom observation and feedback processes to assist in identifying examples of effective classroom practice and encourage teachers to share effective pedagogical practices with other staff members.

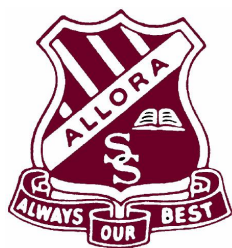
Targets

Classroom observations commonplace (weekly walk-throughs + one formal observation per term) - consistency of practice (explicit instruction and PBL).

Strategy: Coaching and feedback opportunities in place for all teachers. Teachers receive regular classroom observations from leadership team (walk throughs, learning walks, formal written lesson observations) and opportunities to discuss their practice.

Actions	Timeline	Responsible Officer(s)
Two additional staff members to be trained as mentors to support new and beginning teachers	Ongoing	Year Coordinator
Student Code of Conduct which is aligned with PBL is implemented throughout school. Mobile phone policy to be reviewed.	Ongoing	Principal, HOD, Year Coordinator
Continued PD in the use of iPads in the classroom to support effective digital pedagogies.	Ongoing	Principal, HOD, Year Coordinator





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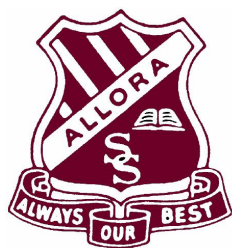
Targets

Classroom observations commonplace (weekly walk-throughs + one formal observation per term) - consistency of practice (explicit instruction and PBL).

Strategy: Professional development around Explicit Instruction (Archer), as noted with our school's Pedagogical Framework, is sought and available to all teachers, to equip them with the skills and knowledge to contribute towards a consistent approach to teaching.

Actions	Timeline	Responsible Officer(s)
Teachers to receive professional learning opportunities in implementing explicit instruction (EI), including the 16 elements of EI to enhance consistent pedagogical practices.	Term 1	Principal, HOD
Engage with the School Improvement Tool and the 9 Domains in preparation for our School Review.	Term 1	Principal, HOD, Year Coordinator
Embed reviewed Pedagogical Framework throughout school to ensure consistency of teacher practice.	Ongoing	Principal, HOD, Year Coordinator





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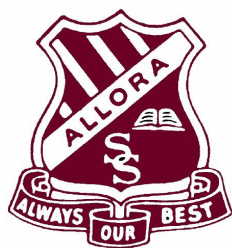
Improvement Priority 3. Provide opportunities for all staff members to engage in quality PD focusing on developing effective differentiation practices.

Targets

Teachers planning consistently and cooperatively (not negotiable) using the school-based planning tool which incorporates differentiation, 4 stages of moderation, GTMJ's, marking guides.

Strategy:	Facilitated planning offered to teachers by support teachers and member of leadership team, to discuss and plan for differentiation within units of work (school-based first and second page planners).		
Actions	Timeline	Responsible Officer(s)	
Leadership team facilitates planning sessions at the beginning and/or end of each term to support and ensure consistency of practice.	Ongoing	Leanne Kanowski, Shaun Kanowski, Kellie Ryan, Robyn Westerman	
Teachers "Putting Faces on the Data" in planning, teaching instruction & assessment.	Ongoing	Year Coordinator	
Professional learning team (PLT) meetings scheduled for week 5 of each term to discuss planning, differentiation, moderation, pedagogy and assessment - consistency of practice.	Ongoing	Principal, HOD, Year Coordinator	
Strategy:	Annual diagnostic assessment suite and previous year's NAPLAN data used to inform practice and individual learning needs.		
Actions	Timeline	Responsible Officer(s)	
School Leadership Team work with Teachers to diagnose 2019 NAPLAN results, using this data to plan strategies for the 2021 NAPLAN Paper-based Test.	Term 1	Year Coordinator	





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Improvement Priority 5. Prepare for the changing demands of junior secondary that will be required due to the changes to the senior secondary curriculum and assessment model.

Targets

Year 10 students prepared for the changing demands of senior secondary.

Strategy:	Continue to develop SET Plans for all Year 10 students and set up their learning accounts with DET.		
Actions	Timeline	Responsible Officer(s)	
Set plans are completed for each Year 10 student prior to their transition to Year 11.	Term 2	HOD, Year Coordinator	
Secondary teachers access PD relating to SATE offered by QCAA and other providers.	Ongoing	Ruth Chalker, Amber Gill, Brett Hay, Brad Johnson, Samantha Kalinoe, Robyn Westerman, David Woodford	
The inclusion of cognitive verbs in front ended unit plans and the use of cognitive verbs when articulating specific content differentiation.	Ongoing	Year Coordinator	

Improvement Priority 6. Local Decision Making

Targets

Positive and relational school community partnerships are part of our school's culture.

Strategy:	Working collaboratively with Parents and Citizens Associations (strategic planning, reviewing school practices, resourcing, infrastructure, school / community relationships);		
Actions	Timeline	Responsible Officer(s)	
Imbed Parent and Community Engagement Framework and continue to assist Parents and Citizens Association to project manage, market, communicate and recruit new members.	Ongoing	Leanne Kanowski, Shaun Kanowski, Robyn Westerman	
Continue to offer and make improvements to "Friday Futures" - our school's signature engagement options program utilising the skills of key stakeholders within our school community.	Ongoing	Principal, HOD, Year Coordinator	
Strategy:	Closely monitor attendance "Every Day Counts" using efficient systems for recording, managing and reporting absences (ID Attend).		
Actions	Timeline	Responsible Officer(s)	
"Every Day Counts" strategies are communicated, explicated taught and celebrated on assembly, through our newsletter, on our website and on classroom data walls. Non attendance is effectively managed	Ongoing	Year Coordinator	





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Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

