



Craig'slea State School Annual Implementation Plan 2019

School Improvement Priorities 2019

Improvement priority 1: Increase percentages of students achieving valid and reliable As and Bs in English, Maths and Science.

Strategy A: The School Curriculum, Assessment and Reporting Framework forms the centrepiece of teaching and learning at Craigslea.			
Actions	Targets	Timelines	Responsible Officer/s
Year level planning takes place every term and is refined according to the curriculum framework. E.g: Differentiation Plan, Exemplars etc	Prep 46 Yr 1 46 Yr 2 36 Yr 3 48 Yr 4 43 Yr 5 51 Yr 6 45	Terms 1 to 4	Head of Curriculum
Elements of the framework are unpacked at Senior Leadership, staff and sector meetings.		As per Professional Devt Plan	Leadership Team
Framework, links and resources are regularly updated as a work in progress.		Reviewed each term	Head of Curriculum IT Staff
Trialling of Digital Pedagogies curriculum from Yr 1 to 6. Continued PD and mentoring around e-learning and STEM		As per professional development plan	Innovation Teacher Yr 4 to 6 Digital Pedagogies Teacher Yr 1-3.
Strategy B: A balance of explicit instruction, inquiry and student collaboration informs the school's pedagogy.			
Actions	Targets	Timelines	Responsible Officer/s
Build teacher knowledge and practice around age-appropriate inquiry/investigations and cooperative groups through professional and resource development, mentoring and coaching.	Prep 46 Yr 1 46 Yr 2 36 Yr 3 48 Yr 4 43 Yr 5 51 Yr 6 45	As per professional development plan	Leadership Team Coaches
Build teacher knowledge and practice around explicit instruction.		As per professional development plan	Leadership Team Coaches
Strategy C: Quality teacher judgment of assessment tasks occurs through the processes of moderation throughout the teaching/learning cycle.			
Actions	Targets	Timelines	Responsible Officer/s
Implementation of Before After After End Model of Moderation in English tasks.	Prep 46 Yr 1 46 Yr 2 36 Yr 3 48 Yr 4 43 Yr 5 51 Yr 6 45	Wks 7/8	Head of Curriculum
Formative assessment used to inform teaching: sharing and trialling of strategies e.g: Bump it Walls		Term planning Professional development Plan	Leadership Team Head of Curriculum



Improvement priority 2: Increase the numbers of students above National Minimum Standard and the Upper 2 Bands in Reading and Writing.

Strategy A: Implementation of the school's Literacy Framework.			
Actions	Targets	Timelines	Responsible Officer/s
Familiarise teachers with the elements of the Literacy Block providing support and resources.	Prep above PM Level 7 83% Yr 3 Reading NMS: 99% U2B: 59%	Professional Development Plan	Leadership Team Literacy Committee
Undertake coaching, walkthroughs and curriculum conversations to support teachers with Literacy Block non-negotiables	Yr 3 Writing NMS 99% U2B 43% Yr 5 Reading NMS: 95% U2B: 43% Yr 5 Writing NMS 93% U2B 15%	Wk 6 and 7: Coaching Walkthroughs: 3/term Final week/first week each term	Leadership Team
Strategy B: Consistent implementation of quality literacy blocks across the school.			
Actions	Targets	Timelines	Responsible Officer/s
Focus on unpacking elements and providing resources including e-resources for teachers to aid the implementation of the literacy framework's non-negotiables.	Prep above PM Level 7 83% Yr 3 Reading NMS: 99% U2B: 59%	Professional Development plan	Leadership Team Literacy Committee
Focus on Writing within the Literacy Block	Yr 3 Writing NMS 99% U2B 43% Yr 5 Reading NMS: 95% U2B: 43% Yr 5 Writing NMS 93% U2B 15%	Semester 2: Professional development plan	Leadership Team HOC Literacy Committee
Strategy C: Systematic tracking and monitoring of student literacy progress.			
Actions	Targets	Timelines	Responsible Officer/s
Ensure all stakeholders know the school reading targets and timelines through regular dissemination and discussion.	Prep above PM Level 7 83% Yr 3 Reading NMS: 99% U2B: 59% Yr 3 Writing NMS 99% U2B 43% Yr 5 Reading NMS: 95% U2B: 43% Yr 5 Writing NMS 93% U2B 15%	Monthly newsletter Weekly Update	Principal HOC
Student, teacher, leader and parent awareness of individual reading goals set and monitored every 5 weeks. Students know how they will achieve it and teachers collect dated evidence.		Twice per term	Classroom teachers
Development of Data Plan		Term 1	Leadership Team
Build the data literacy of teachers through PD with a literacy focus.		Professional Development Plan	Leadership Team
Refinement of the case management process with a focus on literacy to inform intervention and enrichment programs. e.g: Initialit, Mini-Lit and Macqlit, PLPS, ICPs, Profiles etc.		Data meetings each term:	Leadership Team Head of Inclusion
Focus on Writing tracking and monitoring		Semester 2	Leadership Team Head of Curriculum



Improvement priority 3: Increase the level of student, parent and staff satisfaction with their school.

Strategy A: Well-being and engagement of students			
Actions	Targets	Timelines	Responsible Officer/s
Positive Behaviour for Learning Team meets regularly to review data to problem-solve, case-manage individual students and to plan programs to improve student well-being and engagement. E.g: Social/Emotional Learning	90% of students -Feel accepted by othe students. -Feel behaviour is well-managed. -Feel they are treated fairly.	Monthly general 2/term Executive 2/term	Deputy Principal
SSS parents and teacher referrals to case manage students at risk		Weekly	Head of Inclusion Deputy Principal
Regular training and development experiences exist for senior leaders.		Once per term	Principal Deputy Principal Year Level Leader
Strategy B: Well-being and engagement of parents and the community			
Actions	Targets	Timelines	Responsible Officer/s
Updates of the explicit improvement agenda by Principal at school council and through the newsletter e.g reading events, competitions, assembly items, book club, Chermside Library.	90% of parents -Say student behaviour is well-managed. -Say the school keeps them well-informed.	Monthly	Principal
Events planned throughout the year to engage the community such as musical items on assembly, Anzac Day, Harmony Day, Grandparents Day, Curriculum Open Days etc.		As per the school calendar	Principal Senior Teachers and Experienced Senior Teachers
Regular updates to FaceBook,Website and Cuppa Mornings to share school information, happenings and events.		FaceBook weekly Website Monthly Cuppa per term.	Principal Deputy Principal
Parent workshops to support the school's explicit improvement agenda.		Termly	Leadership Team
School infrastructure and facilities improvements occur in consultation with the school community.		As required	Principal
Improved transitions from early childhood centres and to high school-development of plan		Term 1: Plan Term 1-4	Deputy Principal Year Level Leaders: Prep and Year 6
Network with other schools around the school's explicit improvement agenda e.g: Inquiry, Investigations and Literacy.		Twice per term	Principal
Strategy C: Well-being and engagement of staff.			
Actions	Targets	Timelines	Responsible Officer/s
Well-being committee established reporting to the Workplace Health and Safety Committee and an associated plan written and implemented.	90% of Staff -say they can cope with pressures of workload. -Satisfied with opportunities for professional development -95% staff feel morale is positive -100% of staff involved in developing performance program.	Each term	Principal
Year level leadership team action plan written with regular meetings taking place to plan their actions, professional development and mentoring.		Monthly	Principal
Continuation of Literacy committee and establishment of other committees to guide strategic direction of the school.		Monthly	Leadership Team
Build capacity of teacher and teacher-aides in the explicit improvement agenda through the professional development plan.		Professional Development Plan	Leadership Team





Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

