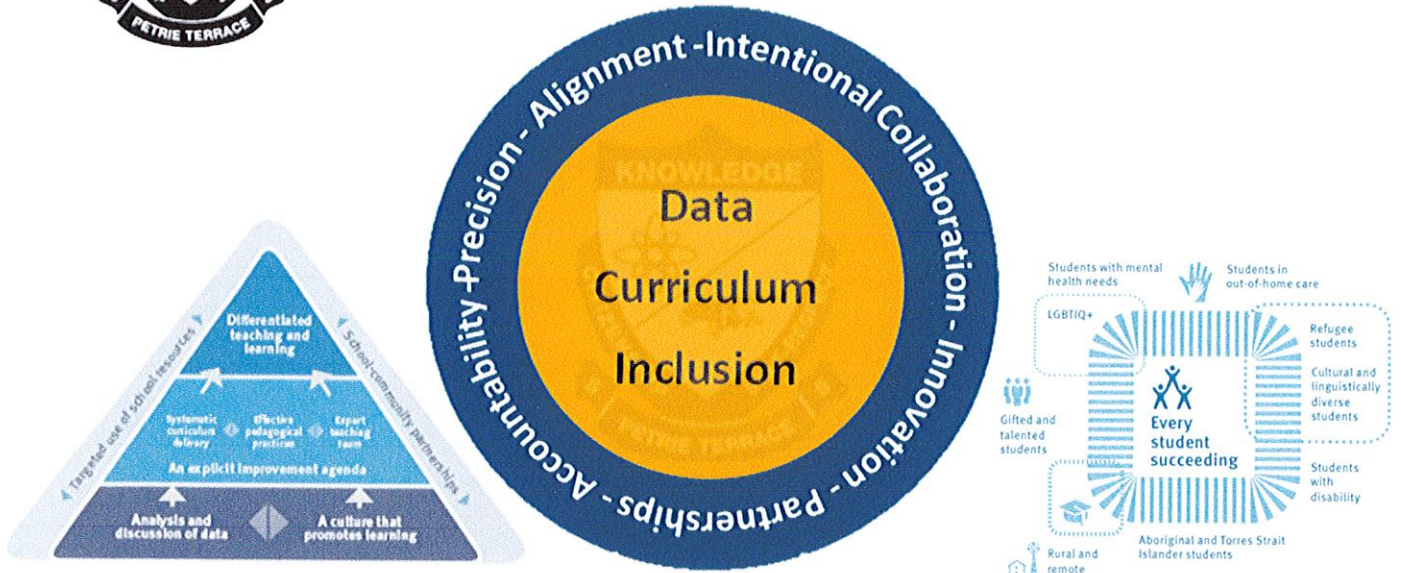




Petrie Terrace State School

Annual Implementation Plan 2021

School Improvement Priorities: 2021-2024 Strategic Plan



Improvement Priority 1: Analysis and Discussion of Data

By the end of 2021, teacher knowledge and understanding of available data will have increased, evidenced by:

- data driven unit and lesson planning to meet the learning needs of all students
- monitoring and tracking processes developed to monitor learning growth
- data informed student learning goals

Strategy: Building capacity in data literacy			
Actions	Targets	Timelines	Responsible Officer(s)
Class Teachers to interrogate available OS data and collate as class profiles - shared with Specialist Teachers.	All Class Teachers	Beginning of Term 1	Teachers
Prep Teachers to utilise Transition Statements to inform teaching and learning, and student goals	Prep Teachers	Term 1	HOD-C
Early Start data to be collected and analysed. Teaching for individual and groups of students to be informed by this data. Regional support enlisted as necessary.	All Prep students	Mid Term 1	Principal to support Prep Teachers
Early Start data to be collected and analysed. Data shared with next teacher to give greater understanding of 2022 class profiles	All Prep, Year 1, Year 2 students	End Term 4	Prep, Yr 2/1 class teachers

Continue building teacher knowledge and understanding in how to utilise the Literacy Continuum to monitor learning growth and inform next steps.	Ongoing support for all teachers in use of Literacy Continuum as a tracking tool for all students P-6	From Term 3	HOD-C
Principal to meet with every teacher for APDP conversation and teacher goal setting	All teachers to have a data-related APDP goal	By end of Term 2	Principal

Improvement Priority 2: Systematic Curriculum Delivery

By the end of 2021, teacher knowledge and understanding of the Australian Curriculum will have increased, evidenced by:

- quality assured, co-created unit plans
- authentic enactment of intended curriculum in all classrooms
- improved student outcomes (95% of students achieving A-C in English, Mathematics, Science and HASS, no student receiving N)

Strategy: PD for teaching staff to deepen knowledge and understanding of the Australian Curriculum			
Actions	Targets	Timelines	Responsible Officer(s)
Additional release of HOD-C from classroom teaching load	HOD-C focus time increased to 0.6	Term 1 →	Principal
Collaboration with Regional Teaching and Learning Team to provide PD and support for HOD-C and leadership team in leading work on Systematic Curriculum Delivery	Moderation in the AC: Modules 1, 2.1 and 2.2 – completed by HOD-C, Principal, SSC, One Yr 4/3 sector teacher	Semester 1	HOD-C
	One 6/5 sector teacher & one 2/1 sector teacher	Semester 2	
Utilise flexible staffing and additional TRS to release all teachers for curriculum sessions, based on Before, After, After, End moderation, led by HOD-C and / or Principal	All sector teams All Specialist Teachers	1 Day (or 2 half days per term)	HOD-C, Principal
Review and quality assure of 3 levels of planning	All subject and Learning Area plans	Termly from Term 1	HOD-C, Principal
Strategy: Aligned use of Learning Walls and student writing goals			
Actions	Targets	Timelines	Responsible Officer(s)
Embed “Bump It Up” walls as a consistent practice in all classrooms for English Writing Tasks, evolving into “Learning Walls” to incorporate “Know and Do” charts and annotated exemplars	All classes to display co-constructed Learning Walls for English Students able to articulate understanding of how to improve their own work in response to Sharratt 5Qs and use the Learning Walls	End of Term 2	HOD-C, Principal

Embed consistent use of student-friendly learning intentions and success criteria Provision of whole teaching staff PD and additional differentiated support as necessary.	All classes 75% of lessons	End of Term 2	Teachers Monitored by HOD-C and Principal
Strategy: Explore opportunities to decrease the number of assessment tasks presented as C2C booklets and replace them with a wider range of contextualized, authentic assessment mediums.			
Actions	Targets	Timelines	Responsible Officer(s)
A range of assessment vehicles to be planned and implemented across the year – including alternatives to C2C Booklets – rigorously aligned to AC and quality assured, in order to increase student engagement and levels of achievement.	Each sector to plan (with support of HOD-C) and implement alternative assessment task for 1 identified unit per term.	Semester 2	HOD-C, Principal

Improvement Priority 3: Inclusion - Every Student Succeeding

By the end of 2021, a whole-school understanding of inclusion will have been developed and inclusion practices implemented that are informed by current research, legislation and policy as evidenced by:

- Precise, aligned and targeted use of human and financial resources
- Differentiated Teaching and Learning
- Consistent use of a range of high-yield pedagogical practices to meet the needs of all students

Strategy: Creation of an Inclusion Team to review current PTSS practices and develop and implement an action plan			
Actions	Targets	Timelines	Responsible Officer(s)
Inclusion Team to collaborate in the undertaking of an inquiry cycle beginning with completion of DoE “Inclusive Education - identifying next steps” template	Scan and Assess completed and Priorities identified	End of Term 1	Inclusion Team and Principal
Action Plan developed and enacted		From Term 2	
Staffing model reviewed and amended as necessary, to align with identified priorities	Timetabling of all support staff	From Term 2	Principal and Inclusion Team

Endorsement

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

Jill Rutland - Principal

Robert Ashby - P&C President