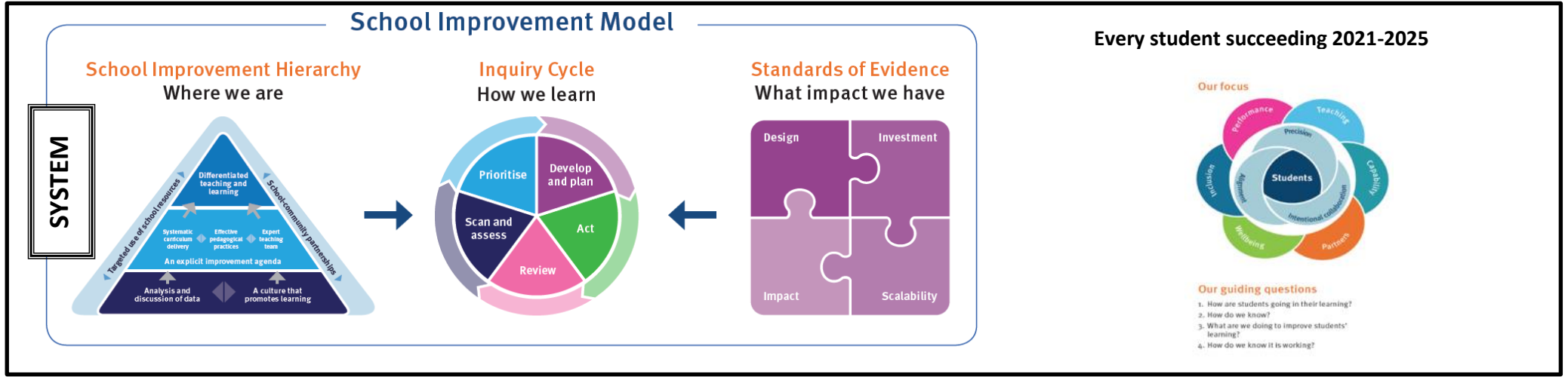




Annual Implementation Plan – Explicit Improvement Agenda



State and Regional Priorities

<p>State Schools Strategy Priorities 2022-2026</p> <ul style="list-style-type: none"> • Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive and equitable education system. • Continuous improvement in the access to, and teaching, learning and assessment of, the Queensland Kindergarten Learning Guidelines, the Australian Curriculum and the senior syllabuses 	<p>NQR Priorities 2022</p> <ul style="list-style-type: none"> • Give every child a great start • Support effective teaching and learning • Support successful engagement and transitions • Support effective risk management and control • Be an employer of choice
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Sources of Evidence - ISS

ISS Strategic Plan

NAPLAN

Investing for Success

Headline Indicators

Level of Achievement Data

Pedagogical Approach

School Baseline Data and 2022 Targets

Data - Student LOAs – Levels of Achievement				
2020 & 2021 Baseline Data			2022 Target	
English LOA - A to C			By the end of 2022, 85% of students from Year 1 to Year 6 will receive a “C” or above in English	
	Sem 2 2020	Sem 2 2021		
Yr 1	80%	83%		
Yr 2	88%	89%		
Yr 3	79%	89%		
Yr 4	79%	80%		
Yr 5	89%	83%		
Yr 6	80%	86%		

Data - NAPLAN				
2021 Baseline Data				2022 Target
Year 3	Reading	Mean: 393	U2B: 34.0%	94.0%
	Writing	Mean: 390	U2B: 37.6%	91.7%
Year 5	Reading	Mean: 492	U2B: 25.0%	95.0%
	Writing	Mean: 461	U2B: 10.0%	92.5%

2022 Target

In NAPLAN Reading:

- 35% of Year 3 students and 27% of Year 5 students will achieve Upper two bands
- 95% of Year 3 students and 96% of year 5 students will achieve NMS

In NAPLAN Writing:

- 39% of Year 3 students and 15% of Year 5 students will achieve Upper two bands
- 93% of Year 3 students and 93% of Year 5 students will achieve NMS

Data - Whole School Reading

2021 Baseline Data

Term 4 2021 Reading Data							
2021	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Above	29%	51%	58%	78%	5%	36%	60%
At Level	23%	2%	11%	2%	42%	22%	6%
Below	40%	44%	29%	11%	38%	40%	24%

2022 Target

- By the end of 2022 68% of P-2 students will be reading at or above agreed benchmarks
- By the end of 2022 72% of Year 3-6 students will be reading at or above agreed benchmarks

2022 Improvement Strategies

Improvement priority – To improve reading results with intense focus on Prep practices and progress

Improvement Actions	Timelines	Responsible Officer/s
<p>Access and explore the latest research from the Reading Writing Centre</p> <p>Build a shared professional knowledge and understanding around reading development and developing practices incorporating evidence-based reading instruction</p> <p>Create opportunities for consultation with Speech Pathologist and schools who have already been exploring and trialling this scientific approach</p> <p>Engage in data conversations, collaborative inquiry, observation and feedback to monitor and track student improvement to measure success of practices.</p>	Term 2-4	Deputy Principal Principal HoSES

Improvement priority – To improve writing results through explicit instruction

<p>Provide collaborative planning opportunities and PD for staff (writing process, data literacy, feedback strategies)</p> <p>Build teacher capacity by mentoring and coaching based on classroom observations, data and relevant samples</p> <p>Analyse selected writing samples from two marker students in each class to determine relevance and success of strategies across the school</p> <p>Analyse LOA data at an individual teacher, cohort and whole school level to monitor performance and inform future practice</p> <p>Continue to engage staff in peer observations with feedback opportunities aligned to this writing pedagogical approach</p> <p>Ensure clear correlation to Australian Curriculum literacy demands</p>	Term 1-4	Principal Deputy Principal HoSES Teachers Classroom Profilers
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Principal



P&C President



Assistant Regional Director