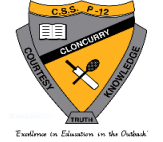




Cloncurry State School P-12 2022 Explicit Improvement Agenda (EIA)

To improve level of achievement A-C data in English for Years Prep, 6 and 10 and engagement across Years 11&12 through:

- differentiated effective teaching of reading and writing in the curriculum
- intentionally inviting, inclusive learning environments
- instructional leadership




2022 Annual Implementation Plan (AIP)


Improvement Strategy What?	Evidenced based practice Why?	Key actions How?	Responsible Officer/s Who?	Timeline When?																													
<p>Effective differentiated teaching of reading and writing in the curriculum to improve student LOA at CSS P-12</p>	<p>NSIT Domain 8: <i>Effective pedagogical practices</i> NQR – ET&L EIB <i>Classroom Coaching</i> P-12 CARF</p>	<p>The leadership team will build teacher capability in the differentiated teaching of reading & writing within the curriculum</p> <ul style="list-style-type: none"> ➤ Teachers will identify and implement high yield pedagogical practices <ul style="list-style-type: none"> • <i>GRR, 5QS/T, Learning Walls, Literacy Continuum -Reading (comprehension focus) and Writing, editing process, oral rehearsal and bookwork expectations</i> ➤ Curriculum leaders will embed the <i>Professional Teaching Team (PTT)</i> approach to ensure: <ul style="list-style-type: none"> • high quality curriculum planning with clear identification of the reading and writing demands of the unit • differentiated planning, teaching and learning is planned and enacted for all students • high quality internal moderation practices are ongoing and external moderation is conducted with P10/12 • a marker student approach is used to discuss student development in writing & identify 'next steps' in learning <p>The leadership team will build teacher and teacher aide professional knowledge of differentiated effective teaching</p> <ul style="list-style-type: none"> ➤ Develop data literacies, focusing on student data analysis to inform practice, next steps and teaching strategies ➤ Embed the Literacy Continuum as a tool to monitor progress and inform 'next steps' in the T&L process ➤ Enhance the teaching of reading and writing through partnerships with the <i>CLaW</i> and the <i>Reading Writing Centre</i> ➤ Embed the 5Q4 Model, Classroom Coaching and Instructional Leadership frameworks to ensure implementation of CSS P-12 Reading Intervention Approach P-6 with fidelity <p>Curriculum leaders will support teachers to:</p> <ul style="list-style-type: none"> ➤ Contextualise units of work to the local area/student interest & embed A&TSI perspectives in the curriculum <p>Targets A-C <80% and <50% A-B in English</p> <p>Baseline Data</p> <table border="1" data-bbox="465 1193 1825 1364"> <thead> <tr> <th rowspan="2">2021</th> <th colspan="2">Semester 1</th> <th colspan="2">Semester 2</th> </tr> <tr> <th>A-C</th> <th>AB</th> <th>A-C</th> <th>AB</th> </tr> </thead> <tbody> <tr> <td>Key junctures to improve or sustain</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Prep</td> <td>76.2%</td> <td>61.9%</td> <td>89%</td> <td>53%</td> </tr> <tr> <td>Year 6</td> <td>100%</td> <td>55.6%</td> <td>100%</td> <td>53%</td> </tr> <tr> <td>Year 10</td> <td>45.5%</td> <td>13.6%</td> <td>38%</td> <td>11%</td> </tr> </tbody> </table>	2021	Semester 1		Semester 2		A-C	AB	A-C	AB	Key junctures to improve or sustain					Prep	76.2%	61.9%	89%	53%	Year 6	100%	55.6%	100%	53%	Year 10	45.5%	13.6%	38%	11%	<p>Principal DP's Hod HIP Hoc GO KO's</p> <p>DP's Hod HIP Hoc GO KO's</p> <p>Hod Hoc KO's</p>	<p>Ongoing Every 5 weeks</p> <p>Review each term and end of semester T1234</p>
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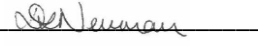
<p>Create an intentionally inviting, inclusive, learning environment to improve student engagement and wellbeing</p>	<p>NSIT Domain 3: <i>A culture that promotes learning</i> Invitational Theory - William Purkey DoE Positive Behaviour for Learning (PBL)</p>	<p>All staff will enact the values of Inviting Positive Classroom Discipline within the CSS P-12 Ways of Working</p> <ul style="list-style-type: none"> ➤ The leadership team will partner with the CLaW to provide targeted professional development based on OneSchool Behaviour and PBL data sets; and provide ongoing feedback to all staff through classroom observation and feedback <ul style="list-style-type: none"> • Intentionally Inviting theory, Essential Skills in Classroom Management, Zones of Regulation, Co-regulation support, Reboot, Restorative Practice and trauma informed practice • P-12 implementation of 'Classroom PBL' <p>All staff will work collaboratively with school, students, family and community to improve student engagement & well-being</p> <ul style="list-style-type: none"> ➤ Identify 'champions' for at-risk students within a case management approach ➤ Deliver Pastoral Care Programs for students Prep to 6 and 7 to 12 with fidelity ➤ Connect post compulsory students to 'lifelong learning' and 'global citizenship' through 'The Cloud' and 'Seniors Room' <p>Targets <85% inclusive of Authorised Absence</p> <p>Baseline Data</p> <table border="1" data-bbox="465 555 1836 657"> <thead> <tr> <th>2021</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td>69.1%</td> <td>53.9%</td> <td>58.9%</td> <td>53.5%</td> </tr> <tr> <td>Year 12</td> <td>82.2%</td> <td>67.9%</td> <td>67.6%</td> <td>70.2%</td> </tr> </tbody> </table> <p>Targets <85% for Staff, Students and Parents</p> <p>Baseline Data</p> <table border="1" data-bbox="465 724 1836 992"> <thead> <tr> <th>School Opinion Survey</th> <th>Parent/Caregiver Agreement</th> <th>Student Agreement</th> <th>Staff Agreement</th> </tr> </thead> <tbody> <tr> <td><i>I feel that staff morale is positive at this school</i></td> <td rowspan="5" style="text-align: center;">54.3%</td> <td rowspan="5" style="text-align: center;">47.8%</td> <td style="text-align: center;">44.4 %</td> </tr> <tr> <td><i>I feel this school is well managed</i></td> <td style="text-align: center;">44.4%</td> </tr> <tr> <td><i>Student behaviour is well managed at this school</i></td> <td style="text-align: center;">47.4%</td> </tr> <tr> <td><i>I am confident embedding Aboriginal and Torres Strait Islander perspectives across the curriculum areas</i></td> <td style="text-align: center;">69.2%</td> </tr> <tr> <td><i>Students are interested in their school work</i></td> <td style="text-align: center;">38.5%</td> </tr> </tbody> </table>	2021	Term 1	Term 2	Term 3	Term 4	Year 11	69.1%	53.9%	58.9%	53.5%	Year 12	82.2%	67.9%	67.6%	70.2%	School Opinion Survey	Parent/Caregiver Agreement	Student Agreement	Staff Agreement	<i>I feel that staff morale is positive at this school</i>	54.3%	47.8%	44.4 %	<i>I feel this school is well managed</i>	44.4%	<i>Student behaviour is well managed at this school</i>	47.4%	<i>I am confident embedding Aboriginal and Torres Strait Islander perspectives across the curriculum areas</i>	69.2%	<i>Students are interested in their school work</i>	38.5%	<p>Principal DP's HIP GO</p> <p>Student Support Services, Wellbeing & PBL Teams Hod Hoc</p>	<p>T 1234</p> <p>T 1234</p>
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<p>Develop Instructional Leadership capability at CSS P-12</p>	<p>NSIT Domain 5: <i>An expert teaching team</i> NQR- ET&L ATSIL EIB - Instructional Leadership</p>	<p>The Principal will build aspiring and current leaders' Instructional Leadership skills</p> <ul style="list-style-type: none"> ➤ Commission support from CLaW and NQ Region to build 'Classroom Coaching' capability of Middle Leaders ➤ Ensure the <i>CSS P-12 Collegial Engagement Framework</i> is scheduled and enacted with fidelity <ul style="list-style-type: none"> • lesson observations and feedback, Watching Others Work, Instructional Walk throughs, profiling, Instructional Coaching Cycle, PTT's, APDP's, classroom visits & walk arounds with a focus on improving differentiated, effective teaching and learning in reading and writing in the curriculum (2022 Teacher Handbook) ➤ Ensure the <i>5Q4ML</i> and the <i>CSS P-12 DoTL Lesson Design</i> is used to inform observation and feedback to teachers and teacher aides 	<p>Principal</p>	<p>T1234</p>																															

Endorsement

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


Principal


P and C


Assistant Regional Director