



The Gap State School

ANNUAL IMPLEMENTATION PLAN 2018



Proud of our Past. Realising our Potential. Ready for our Future.

CORE VALUES

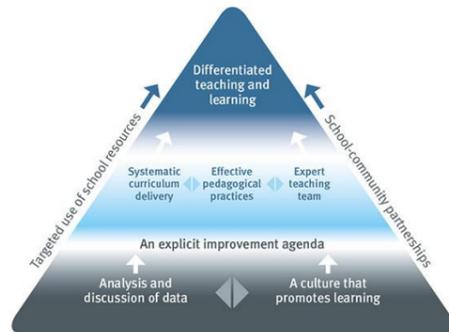
We ignite the passion for life-long learning.	We treat each other with respect and dignity.	We recognise, care for and respect individual difference and support students in reaching their potential.	We are all committed to being the best we can be.	We create a happy, caring environment where everyone is valued and respected.
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Vision:

Advancing engaged learners and teaching teams through authentic collaboration and rich community partnerships.

School Improvement Hierarchy

The School Improvement Hierarchy provides a model to guide what needs to happen next in a school's improvement journey. It incorporates the nine domains of the National School Improvement Tool. The hierarchy is a tool that provides a common language for conversation in schools. The greatest school improvement comes when the focus is on the three domains in the centre – Systematic Curriculum Delivery, Effective Pedagogical Practices & Expert Teaching Team.



The Gap State School Pedagogical Framework

The school's pedagogical framework provides a common, consistent and evidence-based approach to teaching and learning that, when implemented with consistency across our school setting and supported by instructional leadership, will improve student performance and develop successful learners.



Inquiry Cycle

The inquiry cycle provides a process for learning from improvement initiatives. The cycle of inquiry ensures that professional conversations are used to strengthen the evidence base that informs practice.



2018 Explicit Improvement Agenda: WRITING

- Year level planning to ensure consistency of teaching and alignment with the Australian Curriculum.
- Explicit teaching of writing skills (sentence structure, text cohesion, vocabulary).
- Quick Writes with LI and SC at least three times per week as per The Gap Way.
- Guided writing lessons to support differentiation.
- Use of Bump It Up Walls to advance teacher clarity, the use of modelled texts, success criteria, support students' goal setting and teacher feedback. Provide time with coaches for implementation.
- Moderation of assessment items each term.
- Collection of writing data each term to track student progress and inform teaching.

Improvement Agenda: Reading

- Year level planning to ensure consistency of teaching and alignment with the Australian Curriculum.
- Explicit teaching of decoding and comprehension skills.
- Literacy block to include guided reading lessons to support differentiation.
- Collect reading data (PMs and Prose) in OneSchool.
- Use of data to inform discussions about students and coaching opportunities for teachers (focus on increasing U2B students and students at risk of below NMS).

Improvement Agenda: Mathematics

- Year level planning to ensure consistency of teaching and alignment with the Australian Curriculum.
- Explicit Teaching of problem solving strategies.
- Coaching opportunities provided with GEMs to support differentiation, extension and enrichment tasks within the classroom.
- Use of pre-post NCR data and other data sets to inform differentiated teaching.
- Moderation of assessment items each term.



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SCHOOL PRIORITY – ADVANCING ENGAGED LEARNERS	
Strategy	Actions
<p>High Quality Teaching and Learning</p>	<p style="color: red;">Implement a school wide enacted curriculum, assessment and reporting plan.</p> <p>To ensure alignment in the teaching of English and improve outcomes for students, in planning we will:</p> <ul style="list-style-type: none"> • Review year level plans • Consider the spiral curriculum and ensure all content is taught and accessed • Ensure the school’s English Units cover receptive and productive modes • Review the addition of C2C reading summative assessment • Review the implementation of Words Their Way Spelling Program • Interrogate each assessment task to look at the task demands • Confirm the test conditions of the assessment tasks • Discuss and use the pre and post writing samples and use the data to inform differentiated teaching • Dedicate one staff meeting per term for English moderation • Document differentiation strategies • Begin implementation of BUMP IT UP WALLS to build on current work in using model texts and success criteria • Include support staff (SEP, STLaN) in planning sessions to support the development of differentiated learning opportunities to improve student outcomes <p>To ensure alignment in the teaching of Mathematics and improve outcomes for students, in planning we will:</p> <ul style="list-style-type: none"> • Review year level plans • Consider the spiral curriculum and ensure all content is taught and accessed • Interrogate each assessment task to look at the task demands • Confirm the test conditions of the assessment tasks • Discuss and use the NCR pre and post assessment and use the data to inform maths warm ups • Dedicate one staff meeting per term for maths moderation • Document differentiation strategies • Support staff (STLaN, SEP) to attend planning sessions to develop differentiated learning opportunities to improve student outcomes <p>Provide opportunities for collaborative planning for other learning areas including Digital Technologies curriculum.</p> <ul style="list-style-type: none"> • Explore ways for year level team members to share the load in unpacking the expectations of individual learning areas • Provide opportunities to check-in with year level teams to ensure members have all they need for successful teaching • Continue to implement the HPE Australian Curriculum while providing opportunities to inform school community of changes <p>Use digital devices as resources to enact the intended curriculum.</p> <p>Develop processes and procedures to quality assure enacted curriculum and implementation of school’s Pedagogical Framework.</p> <ul style="list-style-type: none"> • Class visits (e.g. Lyn Sharratt’s 5 Questions for Learning) • Moderation in English and Mathematics • Shared planning opportunities • Data collection and data discussions • Targeted staff meetings to discuss student learning • Leadership team support at year level meetings • Align ADPP’s with Pedagogical Framework strategies • Feedback from teachers, teacher aides, coaches, leadership team • Coaching



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	<p>Embed The Gap State School Pedagogical Framework that includes agreed high yield strategies.</p> <p>Use school wide agreed data collection to inform and embed differentiation of the curriculum and pedagogical practices.</p>	<p>Develop an understanding of and embed, the individual high yield strategies in the school’s Pedagogical Framework (learning intent, success criteria, gradual release of responsibility) through:</p> <ul style="list-style-type: none"> • Planning meetings • ADPP Process and Collaborative Learning Groups • Coaching, data conversations, professional sharing <p>Review the schools assessment schedule and provide support and time to ensure that the data collected is used effectively to inform teaching and learning. Ensure assessment FOR learning is built into the teaching and learning cycle. Create opportunities during year level planning to use data (including pre-assessment) to differentiate for the learning needs of all students. Prioritise school funds to support the development of the current GEMs in the school. Increase the number of Gifted Education Mentors in the middle phase of the school.</p>
<p>Inclusive and Supportive School Culture</p>	<p>Access Monitor restrictive practices and remove barriers to provide educational opportunities on the same basis for all students.</p>	<p>Mandate the completion of the DDA/DSE training module available to all staff: The Learning Place Continue to implement year level planning sessions, led by HOC, in partnership with specialist staff (SEP, STLAN, EAL/D, Teacher Librarian) Allocate one year level meeting per term (after planning) for SEP, STLAN, EAL/D, TL staff to assist with differentiation of the English unit. Meetings led by STLANs. Write Personalised Learning Plans for all students identified by the Nationally Consistent Collection of Data. SSS committee to review sporting events, incursions, excursions and camps. Establish and implement clear protocols are to allow the efficient flow of information from one year to the next.</p>
	<p>Language Use person first language and a strength-based approach that focuses on the individual student</p>	<p>Write a school policy. Inclusive facilitators monitor and assist staff to embed language as outlined in school policy in Personalised Learning Plans Review and update language on school website to reflect school policy.</p>
	<p>Differentiation Using a whole school approach, extend the skills and knowledge of every student to ensure learning success for all.</p>	<p>Review current practices using the cycle of inquiry (scan and assess) and develop a whole school differentiation framework. Draft a planning template/framework to support differentiation and used in Reading, Writing and Maths planning. Create opportunities for teachers to work with GEMs, Master Teacher and Instructional Coaches to implement high yield strategies to support school’s high achieving students.</p>
	<p>Partnerships Build partnerships with parents, families and external organisations (including allied health, family support and counselling services) to improve opportunities and outcomes for students.</p>	<p>Invite all families to contribute to their child’s Personalised Learning Plan. Capture recommendations from external organisations and relevant stakeholders in the student’s PLP. Case managers’ co-ordinate and lead support team meetings, where stakeholders’ collaboration is proactive and responsive. Case managers’ network with external organisations and support families through the referral process. Information regarding consultation opportunities is widely circulated in the school’s newsletter, Facebook page and Twitter feeds. Provide a variety of flexible consultation opportunities. (e.g. Captain Tables, surveys, and questionnaires, informal and formal meetings). Continue to look for ways to seek input and opinions from parents and feedback responses and actions.</p>
	<p>Staff and Student Wellbeing Implement pro-active strategies in response to School Opinion Survey data and interviews</p>	<p>Develop strategies and actions to ensure a pro-active response to student SOS data. Develop strategies and actions to ensure a pro-active response to staff SOS data including:</p> <ul style="list-style-type: none"> • Create year level email lists for ease of communication and review current staff groups for accuracy and management. • Through ADPP Collaborative Learning Groups, provide opportunities for observation and peer feedback. • Review central location for whole school documents and update each term (TA timetables, NCT Multi timetable, Playground duty roster, Instrumental Music timetables etc). • Ensure school management/announcement/upcoming events time at staff meetings. • Ensure time is allocated at staff meetings to acknowledge, celebrate success and value the work of others. • Create protocols for year level teams to ensure effective meetings and revisit existing email and committee protocols. • Ensure part time staff are considered through timely communication. • Improve use of on-line calendars and excursion/special event planners to ensure clear communication, balance of activities and sufficient timelines to prevent clashes. • Make progress in renovating school’s staffroom.



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		<p>Leadership team priorities include:</p> <ul style="list-style-type: none"> • Model 5 Core Values at all times • Lead the learning (keep abreast of research, attend PD sessions, engage with teachers' professional learning) • Be 'present' and understand required role at all meetings • Service and Support (curriculum, differentiation, behaviour, new initiatives/expectations) • Principal/Deputy Principal to attend year level meetings • Create committee structure to allow all interested staff to contribute to the strategic planning • Improve clarity and transparency in decision making • Provide opportunities to seek feedback about progress of actions in line with end of year goals while celebrating successes
	<p>Ensure Positive Behaviour for Learning (PBL) enables consistent implementation of agreed strategies to support effective learning and behaviour.</p>	<p>Explicitly teach the school's rules each week. Record and monitor behaviour incidences to allow follow up targeted teaching and conversations. Continue to create opportunities for staff to participate in practice restorative conversations with peers. Each week continue to teach the You Can Do It program for all students. Implement chosen acknowledgements to identify students making appropriate positive behaviour choices. Provide professional development to ensure consistency of recording behaviour incidences on OneSchool. Complete necessary surveys required for PBL. Review major/minor behaviours documented in the school's Responsible Behaviour Plan. Develop posters/banners to promote expectations around the school. Develop school logo for school expectations documents.</p>
<p>Productive Partnerships</p>	<p>Continue developing partnerships with businesses and local organisations to enhance outcomes for students.</p>	<p>Develop a school overview of existing partnerships, documenting key contacts, purpose for partnerships and positive outcomes for students. Explore new partnerships (including music) that will support and attend school events. Regularly evaluate and review the effectiveness of partnerships through their intended purpose and proposed outcomes. Consider burgeoning and new opportunities for partnerships that provide successful outcomes for students and include (Regis Nursing Home, Connections Concert and CSIRO). Regularly meet with the school's Chaplain to ensure projects and programs are meeting the emerging needs of students, staff and parents.</p>
	<p>Continue developing broader networks with schools that bring benefits for the learning of students and staff.</p>	<p>Continue to work with Milton SS, Ithaca Creek SS, Oakleigh SS on the Evidence Hub writing project. Work with MCC schools to create collaborative opportunities for teachers to develop a deep understanding of the Australian Curriculum with consistent, reliable and valid A-E Data.</p> <ul style="list-style-type: none"> • Provide opportunities in 2018 for teachers (including music teachers' network) to meet with year level colleagues from other MCC schools. • Provide opportunities for self-nominated staff members to participate in targeted PD to support the STEM agenda.
	<p>Continue to review and improve school processes to ensure effective communication about student learning.</p>	<p>Develop agreed plan for 2018 to explicitly show the ways in which the school communicates information about student learning to parents. (Plan to include schedule for 'get to know your teacher' evening, parent/teacher interviews, sharing of portfolios, celebrations of learning, priority emails/phone calls etc.)</p> <ul style="list-style-type: none"> • Liaise with school management committee, CPRs and P&C and broader parent body. • Finalise through Local Consultative Committee. <p>Support teachers to build relationships of trust with parents as they communicate about student learning (attend meetings/advice on content of messages). Seek feedback from parents and staff regarding the effectiveness of the different methods of communication within the written plan. Ensure timely and effective communication to parents and staff regarding school events and activities.</p> <ul style="list-style-type: none"> • Roles and Responsibilities outlined for office staff • Streamlined invoicing • One point of truth for calendar of events (parents and staff calendars) • Weekly communication to staff from Deputy Principal <p>Principal and Deputy Principal to attend year level meetings to receive feedback and provide timely information.</p>



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Enhancing Innovative Opportunities	Maintain and expand signature school programs and learning opportunities.	<p>Develop whole school overview of current and emerging events and opportunities that align with the Australian Curriculum and General Capabilities (including STEM, ICT, Sustainability, Indigenous Culture, The Arts)</p> <p>Develop teacher teams as they lead and support co-curricular learning opportunities including:</p> <ul style="list-style-type: none"> • Sustainability Club • Student Council • STEM Expo • Optiminds • Rotary Junior Community Awards • ICAS <p>Liaise with Principal regarding HR and budget requirements.</p> <p>Provide support to teacher teams to give effective and timely communication to students, teachers and parents.</p> <p>Health and Physical Education/Sport/Outdoor Education - Advance the PE/Sport/Outdoor Ed program through targeted resources, ensuring the preservation of the integrity and excellent nature of this flagship program.</p> <ul style="list-style-type: none"> • Develop whole school timelines and processes to organise year level camps and excursions. • Provide timely and effective communication to promote and celebrate success of events. • Establish a collaboratively working community/parent group (SKIDS) to support sport initiatives. <p>Music - Advance the music program through targeted resources, ensuring the preservation of the integrity and excellence of this flagship program.</p> <ul style="list-style-type: none"> • Establish a collaboratively working community/parent group (MSG) to support music initiatives. Continue performance opportunities including assemblies, community groups, school events. • Explore additional opportunities to extend and enrich student engagement in the choral and instrumental music programs (e.g. Opera Qld.). • Continue supporting the community/parent choir to participate in a variety of music events.
	Maintain and expand programs and learning opportunities for advanced learners.	<p>Develop teacher teams as they lead and support co-curricular learning opportunities including:</p> <ul style="list-style-type: none"> • Robotics • Debating • Selected extension cluster competitions and opportunities <p>Liaise with Principal regarding HR and budget requirements.</p> <p>Provide support to teacher teams to give effective and timely communication to students, teachers and parents.</p>
SCHOOL PRIORITY – ADVANCING TEACHING TEAMS		
	Strategy	Actions
Instructional Leadership	Regularly monitor the implementation of the explicit improvement agenda and progress towards established targets.	<p>Collaboratively establish targets for all AIP priorities.</p> <p>Collaboratively establish and monitor outcomes and targets aligned to resource allocation.</p> <ul style="list-style-type: none"> • PM Running Records (P-3 and other identified students) and Prose • Pre-post data for all intervention and/or extension programs • Writing data – A to E • NAPLAN data (writing, reading, numeracy) <p>Develop term by term action plans against school priorities for all leadership team members.</p>
	Document roles, responsibilities and accountabilities for all.	<p>Develop roles and responsibilities statements for school leaders, year level co-ordinators, coaches and instructional leaders that state key actions, accountabilities and implementation timelines.</p> <p>Create opportunities for Principal to meet with above staff to track progress, problem solve, mentor and support next steps.</p> <p>Develop explicit roles, responsibilities and accountabilities during the curriculum planning sessions to ensure workload is distributed amongst year level team members.</p>



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	<p>Create opportunities for members of staff to further develop their capacity to lead school priorities and be instructional leaders.</p>	<p>Establish steering committees with nominated staff working of the strategic direction of the schools explicit improvement agendas. Meet with all staff members (ADPP) to confirm interest in leadership opportunities and development. Continue to develop processes and systems to allow for consultation and collaboration to enact strategic planning. Review roles and responsibilities to create opportunities to share the load.</p> <ul style="list-style-type: none"> • Through ADPP process identify staff interest in contributing to strategic plans. • Support self-identified staff to use inquiry cycle to drive a selected strategic project. • Provide coaching/mentoring for self-identified staff. <p>Through ADPP process, identify staff with the capabilities and interest to lead curriculum initiatives. Allocate necessary resources (HR and budget) to support the leadership development of selected staff through professional conversations, coaching, project implementation (inquiry cycle).</p>
<p>Continuous Professional Learning</p>	<p>Provide targeted professional development to embed the collaboratively developed high-yield teaching strategies.</p>	<p>Continue to provide staff meeting time and off class time for collaborative working groups to engage in their professional learning linked to implementation of pedagogical framework strategies and ADPP process. Collaboratively develop protocols, approved by LCC, to support professional learning and provide opportunities for peer feedback. (e.g. watching each other work). Implement the agreed coaching cycle that is linked to school's improvement agenda for (1) writing, (2) reading and (3) numeracy.</p>
	<p>Further develop the capabilities of all staff members to enhance and transform learning experiences for students using ICTs.</p>	<p>Develop a plan to guide ICT resourcing and the effective use of digital devices in classrooms to enhance and transform learning. Provide opportunities for staff to engage in differentiated professional learning opportunities such as:</p> <ul style="list-style-type: none"> • Afternoon PD sessions • Release time for coaching/mentoring/observations/professional discussions
	<p>Provide targeted professional learning to develop data literacy skills to enhance learning of all students.</p>	<p>Provide opportunities for teachers to analyse data sets and create opportunities to provide professional learning targeted at the individual needs of teachers.</p> <ul style="list-style-type: none"> • Data analyse during planning sessions • Data analysis during differentiation meetings (GEM, STLaN, coaches, SEP staff). • Release time for individual teachers (needs based). • Staff meeting allocated to unpacking certain data sets.
	<p>Provide targeted professional development to develop teachers understanding and implementation of the digital technologies curriculum</p>	<p>Provide opportunities during twilight planning for Teacher Librarian to meet with year level teams to develop term overview for the teaching of the digital technologies curriculum. Collaboratively plan with the Teacher Librarian to develop school planning documentation that shows the alignment of digital technology curriculum with other learning areas. Provide opportunities for the Teacher Librarian to model/mentor/coach teachers in the teaching of digital technologies curriculum.</p>

2018 NAPLAN TARGETS:

	Year 3:		Year 5:	
	NMS	U2B	NMS	U2B
Reading	100%	70% (75% of students in year 2 have PM over level 24)	100%	70% (year 3 – 71.4%) (63% in 2017 – shows trend) (72% of year 4s in 2017 were U2B level and above)
Writing	100%	50% (45% of year 2s got As/Bs for writing)	100%	50% (year 3 – 48%) (62% got As/Bs for writing in year 4)
Spelling	100%	60%	100%	50% (year 3 – 62%)



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Grammar & Punctuation	100%	75%	100%	65% (year 3 – 70.5%)
Numeracy	100%	65% (80% of year 2 students got an A or B in semester 2)	100%	55% (year 3 – 44.2%) (70% of year 4s got As or Bs for Mathematics in semester 2)