



The Gap State School ANNUAL IMPLEMENTATION PLAN



2021

Proud of our Past, Reaching 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:

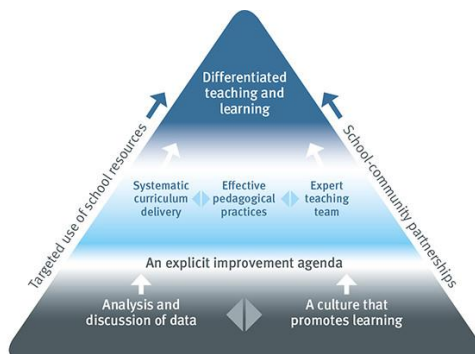
Advanced, engaged learners and teaching teams through authentic collaboration and rich community partnerships.

Mantra:

Learn together Grow together

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.





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PRECISION



PERSONALISATION



PARTNERSHIPS

Key Priorities:	Strategies:
Explicit Improvement Agenda - Writing	<ul style="list-style-type: none">• Use knowledge of the Australian Curriculum to ensure visible and explicit teaching occurs through embedding The Gap State School Writing Framework signature practices.• Use student data (formative, pre-assessment/quick writes/NAPLAN) to inform targeted teaching sequences, student goals and tracking of student progress in writing.• Participate in collegial conversations with team members and curriculum leaders to use explicit work samples to identify student progress and implement effective teaching strategies.• Participate in professional learning opportunities including those provided in the school's Collegial Engagement Framework to increase effective pedagogical practices.• Whole school spotlight on The Gap State School Signature Practices in the Teaching of Writing• Conduct a trial implementation of the four core targets used in the teaching of writing – Vocabulary, Connectives, Openers and Punctuation (VCOP).
Excellence in curriculum knowledge and pedagogy	<ul style="list-style-type: none">• Enact The Gap State School 2021 curriculum implementation cycle, including agreed planning requirements and assessment and reporting practices, to ensure precision and embed responsive teaching sequences that have vertical and horizontal alignment across the school.• Respond to the diverse learning needs of students by identifying differentiated teaching and learning in all three levels of planning to ensure that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.• Implement systems and processes to support the embedding of the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Culture for all students to engage in the reconciliation, respect and recognition of the world's oldest living culture. Increase staff confidence in the curriculum delivery.• Participate in data discussions in relation to reading, writing and numeracy in allocated times to monitor progress, identify trends and respond by refining and enhancing pedagogical practices and school programs.• Implement systems and processes to support the implementation of the one-to-one iPad program in Years Four and Five.



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	<ul style="list-style-type: none"> Continue to embed an inquiry based learning approach to promote each student’s sense of agency as they learn to make decisions, work collaboratively to investigate and problem solve, and develop increasing levels of independence and ownership in their learning.
Safe, supportive and inclusive school environments	<ul style="list-style-type: none"> Embed inclusion in all aspects of school life, by a supportive school culture, policies and every day practices. Implement a whole school approach to student wellbeing and positive mental health of students. Implement a whole school approach to staff wellbeing and positive school culture. Show representation of Indigenous perspectives throughout the school by exposing staff to a range of practices to build a sense of community and connection engaging in reconciliation, respect and recognition. Continue to refine the implementation of Positive Behaviour for Learning and You Can Do It initiatives.
Culture that promotes professional learning	<ul style="list-style-type: none"> Provide Professional Learning opportunities for staff that align with the school’s priorities and include engagement opportunities from school’s Collegial Engagement Framework. Provide opportunities for staff to lead and contribute to strategic priorities using a distributed Leadership model.

2021 NAPLAN TARGETS:

	Year 3:		Year 5:	
	NMS	U2B	NMS	U2B
Reading	100%	70%	100%	70% (year 3 – 83%)
Writing	100%	50%	100%	50% (year 3 – 67%)
Spelling	100%	60%	100%	60% (year 3 – 65%)
Grammar & Punctuation	100%	60%	100%	70% (year 3 – 84%)
Numeracy	100%	70%	100%	60% (year 3 – 63%)



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A-E DATA – ENGLISH AND MATHS

95% of students at year level standard and above
< 2% of students with Ns (evidence approved)

READING LEVELS:

Maintain 80% of students to achieve a minimum of reading level 7 PM Benchmark by the end of Prep.
Maintain 80% of students to achieve a minimum of reading level 16 PM Benchmark by the end of Year 1.
Maintain 80% of students to achieve a minimum of reading level 22 PM Benchmark by the end of Year 2.

WRITING DATA (A-E):

95% of students achieving year level achievement standard and above.
60%+ above 'C' standard for writing.


ATTENDANCE:


95% of students at 85% attendance or above.
5% of students under 85% attendance.

BEHAVIOUR:

95% students meeting whole school behaviour expectations and placed in Tier 1 for Positive Behaviour for Learning.

	END OF SEMESTER 1		END OF SEMESTER 2	
	National Minimum Standard Level	Upper Two Bands Target Level	National Minimum Standard Level	Upper Two Bands Target Level
PREP	PM 5	PM 8	PM 7	PM 11
YEAR 1	PM 11	PM 15	PM 16	PM 19
YEAR 2	PM 18	PM 23	PM 22	PM 26
YEAR 3	PM 21	PM 26	PM 23	PROBE Set 12
YEAR 4	PROBE Set 9	PROBE Set 12	PROBE Set 10	PROBE Set 14
YEAR 5	PROBE Set 11	PROBE Set 14	PROBE Set 12	PROBE Set 16
YEAR 6	PROBE Set 13	PROBE Set 16	PROBE Set 14	PROBE Set 18


Joanne Nicholls, Principal


Emily Cross, School Council Chair