



AIRVILLE STATE SCHOOL

Annual Implementation Plan 2018

School Improvement Priorities 2018

Improvement priority: *High student performance with a focus on creative and critical thinking and writing within the curriculum.*

Strategy:

Systematic Curriculum Delivery

Actions:	Targets	Timelines	Responsible Officer/s
<p>Analyse NAPLAN and LOA data to define improvement focus in writing outcomes :</p> <ul style="list-style-type: none"> Define writing demands within all units in all learning areas. Utilise the creative and critical elements of the Literacy continuum to target improvement in teaching and learning. Triangulate all data sets to define a sharp and narrow focus for targeted learning improvement in writing. 	<p>100% U2B in Year 5-writing</p> <p>>95% @ A or B in LOA Years 1 to 6 in English, Maths, Science, HASS</p>	<p>Terms 1, 2, 3, 4</p>	<p>Principal Teachers</p>
<p>Identify learning strategies within units that build student capacity for creative and critical thinking:</p> <ul style="list-style-type: none"> Continue to implement the school's processes of collaboratively unpacking, planning and adapting C2C units to reflect the learning needs of students within a multi-level setting. 			
<p>Embed Australian Curriculum Version 8 Airville Whole School Curriculum Plan (WSCP) for delivery within Airville's multi-level setting:</p> <ul style="list-style-type: none"> Align WSCP (V8) with requirements of P-12 CARF Collaborate with Clare State School to define a curriculum delivery model / continuum for a multi-level P-6 setting and adapt this to the Airville State School way of working. Adapt C2C units to align with Airville's multi-level groupings within the WSCP and implementation cycles. Utilise feedback on implementation processes to determine improvements / refinement of WSCP. 	<p>A, B or more delivery cycles defined.</p> <p>Implementation commenced</p>	<p>Term 1 - ongoing</p>	<p>Principal Teachers Collaborate with Band 5/6 cluster</p>

Strategy:

Build an expert teaching team

Actions	Targets	Timelines	Responsible Officer/s
<p>Utilise professional development sessions and planned sessions within weekly staff meetings to scan and assess all data sets (Literacy Continua; PM; NAPLAN; Unit assessments; LOA's) to inform teaching focus.</p> <ul style="list-style-type: none"> Define the set of data focus points to be analysed at each staff and professional development meeting as per professional development plan. Scan, assess, triangulate data outcomes with current understandings and practices to determine improvement focus. Use Department of Education (DE) online writing modules for professional development. Use the writing aspects of the Literacy Continuum and literacy capabilities for professional development. Use staff/specialist expertise to model, share, guide and mentor. 	100% participation	Terms 1, 2, 3, 4	Principal Teachers Teacher-Aides
<p>Provide opportunities for self-assessment, moderation, feedback and collaborative planning and review of curriculum delivery of V8 c2c units adapted for delivery as multi-level units to multi-level groups:</p> <ul style="list-style-type: none"> Co-plan; co-teach; model; mentor; moderate at school level. Co-plan; model, provide feedback and moderate with Clare State School on co-planned units on an interschool level. Co-plan; moderate, feedback with Band 5/6 cluster schools. 	<p>100% participation of teaching staff</p> <p>95% students A or B in LOA'S</p>	Terms 1, 2, 3, 4	Principal Teachers Band 5 / 6 Cluster Collaborative planning partner school – Clare State School

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

