

2022 Annual Improvement Plan (AIP)



The RIGHT WORK has **IMPACT** for **STUDENTS** through **IMPROVEMENT** of **STAFF** ... Every student succeeding

PBSS Actions	PBSS Focus Areas
5 Questions -for teachers /for students Learning Walls Case Management Data Walls	Reading & Writing – PBSS expectations Explicit teaching Warm Ups Problem Solving **Prep- AAP **Prep & Year 1 - PLD

Whole School A-E Targets (all LAs)	Reading & Writing Targets		
		Prep -Year 3	Years 4-6
A - B = 50% +	U2Bs	60%+	50%+
C & above = 90%	A-C Standard	90%	90%
D & below = 10%	D-E Standard	10%	10%

QLD State Schools Principles	PBSS 2022 Priorities	PBSS 2022 Explicit Improvement Actions	PBSS 2022 PERFORMANCE INDICATORS		
			Students	Teachers	School
Alignment, Precision and Intentional collaboration	IMPACT PBSS Focus Areas & PBSS Actions (as listed above) Precision in Practice (inc. LLC - Clarity with Lyn Sharratt)	<ul style="list-style-type: none"> 3 levels of planning - Curriculum Pack (whole school & year level) PBSS Data Plan P-12 CARF implementation Term Planning Days inc term overview for each year level & specialists Staffing – Curriculum Leader CL (the WHAT), Teaching & Learning Leader TALL 0.6 (the HOW), PLD Coach & Year Level Leaders (1 hr per week) Line of sight Journey Groups inc DAP (Data & Planning for JGs) Inclusive practices Parameters 1, 6 & 14 (Sharratt) 	<ul style="list-style-type: none"> Every student succeeding Attendance – Every day counts Student engagement evident through classroom involvement & continued low percentage of behaviour data Student opinion survey data to be maintained at current high level 	<ul style="list-style-type: none"> Teachers know they make the difference eg effective & quality pedagogy (the HOW) Implement whole school practices as stated through Level 1 & 2 levels of planning Teachers provided a copy 'Clarity' to further develop PBSS Collaboration & Precision as part of the regional LLC project The RIGHT WORK identified through PBSS Data Plan Further develop into a culture of leading, learning & growing together to successfully impact performance Holding each other accountable, inc PBSS moderation practices 	<ul style="list-style-type: none"> Systematic Curriculum (3 levels of planning) Line of Sight for whole school practices (TALL, PLD coach, DPs & CL) inc CCI Leadership team capability development through Sharratt (LLC) to build embedded, high quality, self-sustaining instructional leadership, utilising the 14 Parameters, in order to improve English LAs and literacy outcomes Leveraging headline indicators and NAPLAN data for target setting & review
	STAFF & IMPROVEMENT Collaborative Culture <ul style="list-style-type: none"> Intentional collaboration Belonging to a team Learning from others Commit to learning and relearning Staff capability 	<ul style="list-style-type: none"> CCI (Collaborative Check In) – 1hr per fortnight I4S funded release time for year levels Term Planning Days inc term overview for each year level & specialists Year level meetings Moderation (line of sight & quality-all together in hall) Watching others work/Mentoring/Learning Lounges Professional Development Participation in LLC initiatives – Learning Walls, Case Management, Data Wall DAP conversations re targeted strategies identified through data 	<ul style="list-style-type: none"> Students use Learning Wall as Third Teacher Students to receive/give explicit feedback using the year level term writing task checklist (precision) Students to receive small group targeted teaching in guided reading & number through JGs (incorporates G&T and Intervention) 	<ul style="list-style-type: none"> Leading Instruction utilising Sharratt's 14 Parameters for school improvement in particular: Parameter 1. Shared beliefs and understandings all students can achieve: - All teachers can teach to high standards - High expectations and early intervention are essential PD provided that aligns with AIP to improve pedagogy Class Learning Walls displayed for term for English task Instructional data used for early & ongoing intervention (additional to JGs) 100% staff participate in case management procedures to support achievement for every student 	<ul style="list-style-type: none"> Cycle of Inquiry for any identified problem areas in student outcomes not already identified in 2022 AIP I4S and strategic timetabling integrated into whole school strategic direction for full implementation of AIP areas
	STUDENTS Every Student Succeeding Every face	<ul style="list-style-type: none"> All students can articulate what they do and why (5 Questions) Lessons follow explicit teaching model (where identified to be implemented) to enable full engagement Co-construction of learning walls Students in Yrs 2-6 to have reading/writing, number & social skill/wellbeing goal each term for personal improvement Case management – reading 	<ul style="list-style-type: none"> Students are aware of and can answer:- 1. What are you learning? Why? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help? Identify & record personal learning goal(s) in Yrs 2-6 Purposefully & actively engage in JG, Students input into Learning Wall -minimum English writing task each term 	<ul style="list-style-type: none"> Parameter 14. Shared responsibility and accountability - Everyone knows and can clearly articulate system, school and classroom priorities Student and Staff Wellbeing Framework Case management – implement PBSS procedures and protocols to support achievement for every student 	<ul style="list-style-type: none"> Continue participating with regional Leading Learning Cooperative (LLC) Cohort 4 – 2 year project, particularly focussed on Parameters 1, 6 and 14

*** The 2022 AIP priorities are enabled through a multifaceted and intertwined approach of timetabling, staffing roles, I4S initiatives and specialists to support workload reduction.

PRINCIPAL SIGNATURE:

ASSISTANT REGIONAL DIRECTOR SIGNATURE