



Greenslopes State School State School Annual Implementation Plan 2021

Greenslopes
STATE SCHOOL

School Improvement Priorities 2021

Improvement priority: Successful Learners

Strategy			
By the end of 2021 Greenslopes State School will continue to refine the application of high level text analytic skills based upon Text Dependent Questioning (TDQs) aligned to the school's R2L planning and teaching, so that 75% of Year 3 students and 60% of Year 5 students are achieving in the Upper 2 Bands for Reading.			
Actions	Targets	Timelines	Responsible Officer/s
New staff are trained in Text Dependent Questioning (TDQs) and Reading 2 Learn (R2L).	- All new staff trained by end of Semester One	End of S1	Principal
Ensure adequate budget exists to fund professional development requirements for both TDQ and R2L upskilling	- Budget is in place for new staff training (\$20 000)	March 2021	Principal/Business Manager
Use of Text Complexity Rubric for selected texts for C2C Unit Planning	- All Year Levels to review the complexity of the texts used in the teaching of English as part of their planning process	Throughout 2021	Deputy Principal/Head of Department - Curriculum
Commit to continuing participation in the TDQ metropolitan network.	- Budget allocation of \$200 in school budget	Beginning of 2021	Principal
Identify different staff members willing to participate in the Metropolitan Region TDQ Network	- Different staff attending each different network meeting	Throughout 2021	Deputy Principal/Head of Department - Curriculum
Identify and share good practice of the teaching of TDQs during staff meetings and weekly bulletins.	- All staff have the opportunity to share and discuss their work with TDQs.	Throughout 2021	Deputy Principal/Head of Department - Curriculum
Aligning the Instructional Cycle to ensure: <ul style="list-style-type: none"> - Collegial planning using the TDQ/R2L Unit Planning template takes place in the first week of each term. 	- All teachers plan co-operatively and collegially using the R2L Unit planning template and jointly develop TDQs to support higher order thinking.	From commencement of 2021	Deputy Principal/Head of Department - Curriculum



Align the Professional Development Plan to upskilling teacher knowledge and understanding of the TDQs.	- The professional development plan is endorsed and being used to support teacher professional development	Throughout 2021	Principal/Deputy Principal/Head of Department - Curriculum
Recruitment of Head of Department – Curriculum	- Utilising 14S funds to recruit a new position within the school for a Head of Department – Curriculum - Budget for \$118 936 (I4S) and \$13 326 (School budget)	Beginning 2021	Principal/Business Manager
Review and align the school's governance framework to reflect the Annual Improvement Plan	- Ket roles and responsibilities are aligned to the school's AIP	Commencement of 2021	Principal

Strategy

By the end of 2021 we will further refine the school's pedagogical framework, with an explicit focus on Differentiation and Feedback, ensuring that a minimum 60% of all students are achieving an A or B in English.

Actions	Targets	Timelines	Responsible Officer/s
Leading Teacher team collaboratively develop teacher capacity for the school wide implementation of the pedagogical framework., through professional development, instructional coaching and learning walks	- All teachers use a consistent language around aspects of the pedagogical framework used to inform learning walks for all teachers	Throughout 2021	Principal/Deputy Principal/Head of Department - Curriculum
Align budget resources to fully implement the Greenslopes Instructional Cycle: - Improving School Performance Meetings - Case Management - Moderation - Learning walks (Ped Framework) - Instructional Coaching (R2L) - Collaborative planning	- Fully funded instructional cycle in place by commencement of Term One (\$40 000)	Throughout 2021	Principal/Business Manager





Develop teacher knowledge/skills in data literacy to shape teaching practice based on NAPLAN and A - E cohort data through the Improving Student Performance process.	<ul style="list-style-type: none"> - All teachers using data from NAPLAN and A – E data to inform teacher practice 	Throughout 2021	Principal
Increase the time spent with Year Levels during Improving School Performance times to include triangulation of both Mathematics and English.	<ul style="list-style-type: none"> - Teachers identify students for improvement in the Key Learning Areas of English and Mathematics 	Throughout 2021	Principal/Deputy Principal/Head of Department – Curriculum/ Teachers
Develop teacher capacity to increase understanding of the use of portfolio moderation and alignment to the Australian Curriculum Achievement Standards	<ul style="list-style-type: none"> - Leadership will have developed a process of portfolio moderation for use across the school - All teachers will have undertaken some form of portfolio moderation during 2021 	Throughout 2021	Principal/Deputy Principal/Head of Department – Curriculum/ Teachers
Review and align the school's governance framework to reflect the Annual Improvement Plan	<ul style="list-style-type: none"> - Ket roles and responsibilities are aligned to the school's AIP 	Commencement of 2021	Principal



Improvement priority: Teaching Quality

Strategy			
By the end of 2021, Greenslopes State School will have reviewed and refined instruments to develop staff capacity to engage with both TDQs and the school's Pedagogical Framework ensuring an effective "Line of Sight" between the Australian Curriculum, Pedagogical Framework and classroom practice.			
Actions	Targets	Timelines	Responsible Officer/s
Monitor the implementation of school wide expectations of pedagogical framework implementation intentions through Learning Walks	- All teachers undertake Learning Walks	Week 5 of T 1 and 3	Principal/Deputy Principal/Head of Department – Curriculum/ Teachers
	- All teachers have hosted learning walks	Week 5 of T 1 and 3	
Investigate mechanisms to provide whole school feedback generated from the findings of Learning Walks to inform future practice	- All staff receive whole school feedback on findings from Learning Walk	End of Week 5 of T1 and T3	
Embed an instructional coaching framework further supporting teacher understanding and implementation of the pedagogical framework.	- All teachers receive instructional feedback on their implementation of the pedagogical framework	End of T1	
Align budget resources to fully implement the Greenslopes Instructional Cycle: <ul style="list-style-type: none"> - Classroom Conversations - Case Management - Moderation - Learning walks (Ped Framework) - Instructional Coaching (R2L) - Collaborative planning 	- Fully funded instructional cycle in place by commencement of Term One (\$40 000 + 0.6 FTE)	Throughout 2021	Principal/Business Manager
Review and align the school's Assessment Framework with the Metropolitan Region targets.	- New Assessment Framework in place during first term of 2020	End of T1	Principal
Develop teacher knowledge/skills in data literacy to shape teaching practice based on NAPLAN and A- E cohort data through the classroom conversations and moderation.	- All teachers using data from NAPLAN and A – E data to inform teacher practice	Throughout 2021	
Review and align the school's governance framework to reflect the Annual Improvement Plan	- Ket roles and responsibilities are aligned to the school's AIP	Commencement of 2021	
Aligning Australian Curriculum with school planning unit cycles including multi-age classes	- Three levels of planning evident in school documentation	Througout 2021	Deputy Principal/Head of Department - Curriculuml





<p>Develop a school-wide feedback framework linked to the school's pedagogical framework outlining processes and practices enabling feedback from a range of sources</p> <ul style="list-style-type: none"> - Supervisor - Instructional - Student to teacher - Teacher to student - Student to student 	<ul style="list-style-type: none"> - All teachers engage in feedback through an instructional coach utilising the school's coaching framework - All students are aware of their next steps in learning for English 	<p>Throughout 2021</p>	<p>Principal/Deputy Principal/Head of Department – Curriculum/ Teachers</p>
<p>Develop a set of Reading Common Assessment Tasks (RCAT) aligned to the TDQs, Close Reading and the Australian Curriculum to deepen teacher understanding of the Australian Curriculum, in particular year level achievement standards.</p>	<ul style="list-style-type: none"> - All Year Levels have met with HOD-C to develop an RCAT initially once per semester. - All students undertake an RCAT prior to end of semester reporting providing teachers with more evidence of achievement. 	<p>Throughout 2021</p>	<p>Head of Department – Curriculum/ Teachers</p>





Endorsement

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

A handwritten signature in black ink that reads "Hugh Goodfellow".

Trevor Carr
Principal

Melissa Townsend
P and C / School Council

Hugh Goodfellow
Assistant Regional Director

