Lake Clarendon State School recognises that Successful Learners engage in deep thinking and operate with a Growth Mindset

 LAKE CLARENDON STATE SCHOOL – 2021 SCHOOL IMPROVEMENT AGENDA

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| Quality Teaching and LearningIn challenging ourselves to be lifelong learners we work to continually enrich our repertoire of practice, to include high yield strategies, to be inventive and innovative and to develop collaborative expertise. We engage in feedback opportunities to support our students and teachers learning. |
| Individualised Learning focussing on Intellectual QualityChildren learn most effectively when learning is challenging, personalised, engaging & exciting. We grow young minds by encouraging risk taking and believe learning pits and rich feedback are a way of achieving deep learning. We believe the 6Cs of critical thinking, communication, collaboration, creativity, culture and connectivity are the cornerstones to education of the future. |
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| Collegial EngagementWith our unrelenting focus on school improvement, we ensure we continually increase our teacher’s capacity to develop highly effective pedagogical practices. |
| Parent and Community PartnershipsIn maximising the potential of the whole child, emotionally, physically, socially & emotionally, opportunities for students and teachers will be boosted when the school community works collaboratively to achieve authentic active citizenship. |
| **Our educative Moral Purpose: to involve all students as engaged learners in a curriculum that inspires, impacts & challenges them to be in the learning zone. In 2021our focus is on our four big rocks Quality Teaching and Learning, Individualised Learning, Collegial Engagement & Partnerships.** |





#  Quality Teaching and Learning

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| **Target** | **Strategies** | **Actions** | **Plans****/Professional****Learning** | **Measures of****Success****/Evidence** | **Responsible****Officers** |
| Develop Guaranteed and Viable Curriculum for English | Refine current curriculum plan to include endurance, leverage, readiness, teacher judgement and connected assessmentRefine learning opportunities to give students 3 tiers of support | Align content descriptors to Achievement standardsIdentify priority achievement standards Vertically align and map critical contentCreate learning goalsCreate proficiency scales | Curriculum Teaching & Learning Plans | Increase of students in A-E Data spread and in an increase in the Upper 2 Bands | Jacque StuartMichelle MinehanRenee PennycuickCatriona McAll |
| Develop a comprehensive framework for Vocabulary Development | Identify Academic Vocabulary and English Proficiency Vocabulary.Align vocabulary to spelling.  | Identify Academic Vocabulary in achievement standards. Prioritise into Guaranteed, Supportive and Cognitive clusters.Compile vocabulary into Tiers.Vertically and Horizontally align Vocabulary across the P-12 curriculum. Work with High School staff to ensure consistency of alignment. | Curriculum Teaching & Learning Plans | Increase of students in A-E Data spread and in an increase in the Upper 2 Bands | All Staff |
| Embed Guaranteed and Viable Curriculum for Mathematics | Continue to refine current curriculum plan to include endurance, leverage, readiness, teacher judgement and connected assessmentRefine learning opportunities to give students 3 tiers of support | Align content descriptors to Achievement standardsIdentify priority achievement standards Vertically align and map critical contentCreate learning goalsCreate proficiency scales | Curriculum Teaching & Learning Plans | Increase of students in A-E Data spread and in an increase in the Upper 2 Bands | Jacque StuartMichelle MinehanRenee PennycuickCatriona McAll |



 **Quality Teaching and Learning**

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| **Target** | **Strategies** | **Actions** | **Plans****/Professional****Learning** | **Measures of****Success****/Evidence** | **Responsible****Officers** |
| Implement Brigance assessment intervention program in early year’s classes. | Identify students requiring additional speech language support.Develop speech language programs to address oracy and literacy readiness. | Learning support teacher to implement Brigance assessment to students and prepare intervention program to address deficits.Implement additional speech language programs to identified students.Track progress of literacy readiness in Prep classes.  | Brigance assessment Intervention Program | 100% of students at English benchmark level by end of Prep | Jacque StuartJanine Hannant |
| Improve early year’s literacy and numeracy readiness.  | Actively connect students to their learning through meaningful, engaging and rewarding personalised learning experiences. | Analyse transition statements and interview notes to inform and support students’ successful transition to Prep.Senior Teacher to collaboratively plan and teach with Prep class teacher, ensuring all Prep students have a head start on their learning journey. | Curriculum Teaching and Learning Plans | 100% Prep students achieving end of Term 1 standards  | Janine Hannant |
| Improve Reading, Writing and Mathematics through Instructional Coaching and Individualised U2B Plans | Identify students in U2B in Reading, Writing and Mathematics.Expand teachers expertise in teaching U2B students through instructional coaching | U2B coach to work with Year 4-6 teachers to identify and plan high yield strategies that enable students to excel in Reading, Writing and Mathematics.U2B coach to provide instructional coaching to Year 4 – 6 teachers on Targeted Teaching of Reading and Writing, incorporating cross disciplined Vocabulary.  | Comprehensive Framework for Vocabulary Development | 50% students in U2B in Reading, Writing and Numeracy | Michelle Minehan |

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##  **Quality Teaching and Learning**

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| **Target** | **Strategies** | **Actions** | **Plans****/Professional****Learning** | **Measures of****Success****/Evidence** | **Responsible****Officers** |
| Implement our STEAM action plan to ignite interests, cater for 21st Century Learners and develop a deeper understanding of our role in the world | Embed Inquiry model through an integrated approach to curriculum. | Explicitly teach the capabilities of HASS and Science through an integrated approachDesign collaborative opportunities for students to apply their learning to future scenarios. | MAPPEN units of inquiry | Increase of students in A-E Data spread and in an increase in the Upper 2 Bands | All Teaching staff |
| Implement our STEAM action plan to ignite interests, cater for 21st Century Learners and develop a deeper understanding of our role in the world | Use digital devices to innovate and engage | Co – teaching of digital and design curriculum to build staff capacity and confidence and enhance student opportunities and achievement.Introduce Green room. | Curriculum Teaching & Learning Plans | Increase of students in A-E Data spread and in an increase in the Upper 2 Bands | Bec Kemp |
| Implement our STEAM action plan to ignite interests, cater for 21st Century Learners and develop a deeper understanding of our role in the world | Progress our SAILS academy partnership with Lockyer State High School | Continue to design & implement flexible learning spaces through the use of BYO IPads in the SAILS class. Embed critical thinking/inquiry / design thinking in learning and planning opportunities with the high school | Curriculum Teaching & Learning Plans | Increase of students in the Upper 2 Bands | Bec Kemp |

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| **Target** | **Strategies** | **Actions** | **Plans****/Professional****Learning** | **Measures of****Success****/Evidence** | **Responsible****Officers** |
| To move from plans and good intentions to powerful practice | Expand teachers collaborative expertise to include teachers and students as evaluators of their impact and determine their effectiveness | Utilise Performance Pact process to further develop and embed collaborative expertiseAssign new Sector Leaders to enhanceteacher collaboration and build capabilityEvidence, discussions & moderationEvidence Dashboard- Know Thy Impact! | Case ManagementNotesEnrich Case Management outcomes to includeevaluating of effectiveness as wellas sharingcollaborativeexpertise | Cycle of review improvement of rigour, analysis and teacher dialogue, de-privatisation of practice | Sandra Wright & Sector PLC’s |
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| To move from plans and good intentions to powerful practice | Implement our Wellbeing Plan with staff and students where challenges provide opportunities to growth and learning | Collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.*Feuerstein Enrichment*Develop an understanding of neuroscience and self-regulation, grit, tenacity, resilience, integrity and how it impacts on wellbeing and learning engagement | PLCs Teamwork Planning DocumentFeuerstein Enrichment Working Party |  Resilience and behaviour surveys.Health Checks |  Janine HannantMichelle MinehanJacque Stuart Kimberley Browning |
|  | Implement effective classroom practices. |  | Evidence Discussion | Work samples evidencing feedback in combination with tracked performance data | Leadership |
| To move from plans and good intentions to powerful practice |  | Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers’ feedback supports improved student learning. | DocumentationEvidence Dashboard spreadsheet | Team |
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 Individualised Learning focussing on Intellectual Quality

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| **Target** | **Strategies** | **Actions** | **Plans****/Professional****Learning** | **Measures of****Success****/Evidence** | **Responsible****Officers** |
| Improved levels of student engagement through regular, timely feedback on learning goals, progress and next steps for improvement. | Design learning opportunities to develop self-managed learners focussing on depth, complexity and pace that is most beneficial to the individual. | Use Learning Walks as a measure to check on the development of self-managed learnersEmbed practices that enable self-managing behaviour to be seamless include growth mindset moments and brain breaksImplement Code of Conduct for students | Code of ConductExcellence and Wellbeing PlanCoaching plan - triads | Evident in Student responses | Jacque StuartMichelle MinehanJanine HannantAll Staff |
| All teaching staff will experience a learning and teaching environment that is innovative | Refine pathways to give teachers opportunities to enrich their learning | Refine the suite of professional development opportunities for staff encouraging them to be researchers and refiners of their own practicesContinue Sector led PLC’s to target teaching and learning needs of teachersAll staff undertake and embed Professional Learning Plans | Professional Development Action PlanSchool Improvement Cycle | School Opinion Surveys | Jake HarteAll Teaching StaffSandra Wright |
| Improved levels of inclusivity | Design learning opportunities to develop self-regulated learners | Embed practices that enable inclusivity to be seamlessDevelop roles and responsibilities further to impact and influence the appropriate pedagogies utilised by Classroom TeachersEnsure an appropriate level of differentiation in all personalised learning plans.  | Co-teaching Model Differentiated teaching Inclusion Action Plan | Confidence and competence of teachers to support all learners is evident in surveys | Kimberley Browning Jacque Stuart |



 Collegial Engagement

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| **Target** | **Strategies** | **Actions** | **Plans****/Professional Learning** | **Measures of Success****/Evidence** | **Responsible Officers** |
| All Students regardless of their achievement level, to have a least one year of academic growth in literacy & numeracy | Use Marzano’ s Art and Science of Teaching to provide illustrative high impact practices in aspects of literacy & numeracyContinue to include planning for feedback episodes until embedded in the Teaching & Learning cycle of each classroomUse improvement agenda areas to enhance and develop staff capabilityFurther develop a mindset with staff and students where challenges provide opportunities to grow and learn | *Planning for Feedback*Embed planning for feedback and moderation practices to enhance teaching cycle*Staff Capability*Use improvement areas; the teaching of English (specifically vocabulary), the teaching of mathematics, learning walks, inquiry units of work, case management and virtual data walls to enhance and develop staff capabilityEnhance Staff capabilities via School Improvement Cycle- One School One Plan, Performance Pact & Case Management and GROWTH coaching triads to enhance evidence and assessment literacy, examine instruction and to develop classroom actions plans that expand the range of teaching approaches and strategies used in classrooms to support diverse learners | Action PlansSector Leaders to continue to work within their assigned sectors to embed consistent practice as outlined in the Teaching and Learning Cycle.High Impact Teaching Strategies used for walkthroughs and coaching episodes | Increase of students in A-E Data spread and in an increase in the Upper 2 BandsModeration DocumentationData Health Checks |  All Staff Jacque StuartMichelle MinehanRenee PennycuickLeadership TeamLeadership Team |

 PARENT & COMMUNITY PARTNERSHIPS

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| **Target** | **Strategies** | **Actions** | **Plans****/Professional Learning** | **Measures of****Success****/Evidence** | **Responsible****Officers** |
| To maximise the learning potential of the whole child, by working collaboratively to achieve authentic active citizenship. | Make purposeful and meaningful connections to enhance learning and forefront active citizenship. | Inquiry units of work consider and address global issues, global citizenship, compassion, empathy and concern for others – connect with partners to enhance learningShare students’ learning through community showcase afternoons | MAPPEN unitplanning developed collaboratively | Quality units completed | All Teaching Staff |
| To develop community personal growth and foster teacher & student wellbeing | Maintain a culture that embraces personal growth and wellbeing as the cornerstone to strong mental health | Enrich the quality of supportive conversations and promote culture with active listening and consideration to promote wellbeing, reassurance and clarity for othersFurther develop a mindset with parents where open communication provides opportunities to grow and learnImplement the element Educational Leadership in Wellbeing Plan | Wellbeing plan | Trust, positive culture and growth and learning evident | All Staff |
| To boost and enhance the leadership capacity of students to lead, coordinate and build effective student voice | Regular meetings with students in year levels and Student council to develop a strong student voice | Leadership skill development through student sharing of ideas and concerns in timetabled meetings | Timetabled meetings | Effective voice | Student councilYear level selected students |
| Develop & continue connection with external partnerships | Connect with educator researchers | Dr John Edwards – Schools That Deliver Janelle Zahmel– Director of Qld University Gatton campus Lockyer State High | Professional Learning Plan | Strategic Direction | All Staff |

 ENDORSEMENT



 P R I N C I PA L SCHOOL COUNCIL CHAIR

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