

# Lake Clarendon State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

LAKE CLARENDON STATE SCHOOL

## Strategic Plan 2022 - 2025

Central to our Strategic Plan is a commitment to continue to provide our students with an innovative, diverse and inclusive education, with a focus on the whole child.

### Key Priority Areas

**LCSS STUDENTS:**

**1 Creative Confident Active**

Embed the LCSS Visions and Values in all students and their learning.

Create dynamic learning environments which support student wellbeing and a sense of belonging.

Encourage students to be active participants in their learning.

Address the learning needs of all LCSS students through evidence based practices that address differentiation and extension.

Empower students to take ownership of their learning with strong voice in their school.

**LCSS STAFF:**

**2 Collaborative Inspiring Caring**

Embed a culture of high expectations and commitment of all staff to student outcomes.

Embed a culture of continuous professional improvement and innovation focused on the success of every student.

Build expert knowledge and skills through differentiated and evidence-informed professional learning.

Embed a focus on sustaining a high performance team through collaboration and consultation which will continue to drive school improvement and student achievement.

**LCSS LEARNING:**

**3 Challenging Engaging Innovative**

Promote a learning culture of challenge, growth and deep learning.

Prioritize strong foundation skills in student learning.

Create an innovative curriculum relevant to LCSS learners.

Utilize high impact, evidence based teaching and learning practices.

Shape teaching and learning experiences to maximise engagement and impact on student learning.

**LCSS COMMUNITY:**

**4 Connected Compassionate Inclusive**

Continue to foster a strong culture of belonging that is inclusive of all members of our diverse community.

Support students and learning through genuine partnerships with parents/carers.

Connect home and school through meaningful conversations.

Continue to collaborate with community members to make learning authentic for LCSS students.



**LCSS Students: 1**

*Creative Confident Active*

OUR AIM:

- Embed the LCSS Visions and Values as the foundation for decision-making.
- Create dynamic learning environments which support student wellbeing and a sense of belonging.
- Encourage students to be active participants in their learning.
- Address the learning needs of all LCSS students. Empower students to take ownership of their learning.

OUR STRATEGIES:

- Embed the LCSS Visions and Values as the foundation for decision-making.
- Create dynamic learning environments which support student wellbeing and a sense of belonging.
- Encourage students to be active participants in their learning.
- Address the learning needs of all LCSS students. Empower students to take ownership of their learning.

OUR MEASURES OF SUCCESS:

- Embed the LCSS Visions and Values as the foundation for decision-making.
- Create dynamic learning environments which support student wellbeing and a sense of belonging.
- Encourage students to be active participants in their learning.
- Address the learning needs of all LCSS students.
- Empower students to take ownership of their learning.

*Supporting Policies, Framework & Initiatives:*

- LCSS Student Code of Conduct
- LCSS Student Wellbeing Action Team
- LCSS Staff and Student Wellbeing Framework
- Dep Education Inclusive Education Policy Statement
- LCSS Pedagogical Differentiation Meeting
- LCSS School Data Plan
- LCSS Guaranteed Visible Curriculum
- Australian Curriculum, Assessment and Reporting Authority
- Queensland Curriculum and Assessment Authority
- LCSS Transition Program

**LCSS Staff: 2**

*Collaborative Inspiring Caring*

OUR AIM:

- Embed a culture of high expectations and commitment of all staff to student outcomes.
- Embed a culture of continuous professional improvement and innovation focussed on the success of every student.
- Build expert knowledge and skills through differentiated and evidence-validated professional learning.
- Embed a focus on sustaining a high performance team through collaboration and consultation which will continue to drive school improvements and student achievements.

OUR STRATEGIES:

- Build capability of Leadership Team to lead teaching and learning and foster a culture of innovation.
- Utilise intentional collaboration to develop expert teaching teams. Differentiate learning opportunities to address the professional needs of all staff.
- Embed the LCSS Coaching Framework to include timetabled instructional rounds.
- Build on the existing culture of professional learning, innovation and wellbeing.
- Deepen teacher understanding of all aspects of the Australian Curriculum, including the General Capabilities.
- Build on curriculum knowledge and inform summative assessment for reporting purposes.
- Systematically evaluate the effectiveness of teaching practices through the use of localised inquiry cycle processes.

*Supporting Policies, Framework & Initiatives:*

- LCSS Charter of Expectations
- LCSS Coaching Framework
- LCSS Pedagogical Framework including signature practices
- LCSS Teacher Capability Development Continuum
- LCSS Teaching and Learning Framework
- LCSS Professional Learning Communities (sector)
- LCSS Staff Induction Program
- LCSS Annual Performance Review Process
- LCSS Roles and Responsibilities
- State Schools Improvement Strategy 2020-2024
- DESW Charter for Success 2021
- Australian Professional Standards for Teachers

OUR MEASURES OF SUCCESS:

- Increased student achievement data A-E, NAPLAN and standardised assessments.
- Improved School Opinion Survey responses
- Sectors (PLC) action plans reflect research and include evidence-based practices
- Positive qualitative staff feedback
- High engagement in professional learning opportunities, staff meetings and staff events.

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**LCSS Learning: 3**

*Challenging Engaging Innovative*

OUR AIM:

- Promote a learning culture of challenge, growth and deep learning.
- Prioritize strong foundation skills in student learning.
- Create an innovative curriculum relevant to LCSS learners.
- Utilize high impact, evidence based teaching and learning practices.
- Shape teaching and learning experiences to maximise engagement and impact on student learning.

OUR STRATEGIES:

- Develop High Yield Strategies which inspire innovative curriculum delivery and assessment, and engage learners.
- Support Professional Learning Communities (sectors) to develop and embed high yield signature practices based on evidence and research.
- Build inclusive and collaborative learning spaces which deepen learning and foster accountability.
- Embed Literacy, Numeracy and critical & creative thinking across the curriculum.
- Monitor and quality-assure practices and maximise impact on student learning.

*Supporting Policies, Framework & Initiatives:*

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OUR MEASURES OF SUCCESS:

- Improved student achievement data A-E, NAPLAN and standardised assessments.
- Improved School Opinion Survey responses
- Evidence of student voice in learning
- Quality of LCSS signature practices
- Local context reflected in 3 level curriculum documentation
- Increased alignment of the Australian Curriculum in units of work

*Supporting Policies, Framework & Initiatives:*

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**LCSS Community: 4**

*Connected Compassionate Inclusive*

OUR AIM:

- Continue to foster a strong culture of belonging that is inclusive of all members of our diverse community.
- Support students and learning through genuine partnerships with parents/carers.
- Connect home and school through meaningful conversations.
- Continue to collaborate with community members to make learning authentic for LCSS students.

OUR STRATEGIES:

- Maintain community connections and our strong culture of belonging as our school grows.
- Strategically utilise communication platforms to engage LCSS families.
- Build on our Pre-Prep transition program to ensure success and parent/carer engagement.
- Empower parents and carers to take an active role in their child's learning by providing tools of engagement including shared language.
- Support the school council and P&C to utilise existing networks to promote parent/carer engagement.
- Embed a plan to actively welcome and include new families to LCSS.
- Develop ways for LCSS students to give back to the local community.

*Supporting Policies, Framework & Initiatives:*

- LCSS Student Code of Conduct
- LCSS School Council
- LCSS P&C
- LCSS Communication Framework
- LCSS Citizenship Program
- Lockyer SBS STEM partnership
- Lake Laker Prep-up Program
- DESW Charter of Success
- State Schools Improvement Strategy 2020-2024
- QCAA Prep transition
- LCSS Parent, Carer and Community Engagement Framework

OUR MEASURES OF SUCCESS:


- Positive relationships between families and school staff
- Reciprocal partnerships with local early education providers and Lockyer High School
- Increased engagement in school's communication platforms
- Increased engagement and attendance of school events
- Improved School Opinion Surveys
- Increased use of LCSS teaching & learning language evident at parent/carer - teacher interviews - for example, signature practices

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<p><b>School priority 1</b></p>	<p><i>A whole school Reading approach delivering high impact, evidence based teaching and learning practices.</i></p>	<p><b>Phase</b></p> <p><i>Reviewing - R Embedding - E</i></p>	<p><b>School priority 2</b></p>	<p><i>Deliberate, high impact pedagogical decisions in English and Mathematics in response to formative assessment</i></p>	<p><b>Phase</b></p> <p><i>Implementing - I</i></p>
<p><b>Link to school review improvement strategy:</b></p>	<p><i>Systematic collection of student achievement data 2021 - 2023, identifies Reading as the area with the lowest improvement trajectory. This reflects DOE identified Reading priority for 2024.</i></p>			<p><b>Link to school review improvement strategy:</b></p>	<p><i>Review and refine curriculum to ensure V9 AC is delivered with fidelity whilst retaining the school's commitment to creative thinking and inquiry based learning. Deepen teacher knowledge and understanding of the Australian Curriculum Achievement Standards to inform the development of summative forms of assessment for reporting levels of achievement.</i></p>
<p><b>Strategies</b></p>	<p><i>Build teacher capability to explicitly teach Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Improve Reading outcomes through deliberate pedagogical decisions. Develop staff capability to use formative assessment to inform teaching choices. Build teacher capability to provide effective feedback to students.</i></p>			<p><b>Strategies</b></p>	<p><i>Review curriculum programs to clarify their purposes, planned outcomes and their contribution to the school's intention to achieve outstanding student outcomes. Use targeted professional development to support the implementation of emerging initiatives. Increase alignment of curriculum, assessment and reporting across year levels. Further embed teacher capability to make learning visible for students. Build teacher capability in a range of pedagogical approaches using a tailored approach to staff needs. Establish a consistent approach to using data to inform classroom differentiation.</i></p>

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
<ul style="list-style-type: none"> <li>Document a systematic whole school scope and sequence.</li> <li>Strengthen PLD P-2 implementation and review Year 3-6 Tier 2 PLD learning support</li> <li>Further develop deliberate pedagogical decisions responding to learners and learning in the five essential skills for reading (<i>Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension</i>) through consistent word study routines.</li> <li>Review Academic Vocabulary and embed across the curriculum.</li> <li>Develop language comprehension through strategic shared and dialogic reading of texts.</li> <li>Embed verbal reasoning and literacy knowledge into 3-6 comprehension instruction</li> <li>Enhance teacher capability to use formative assessment to differentiate for the range of learners, eliciting evidence and providing effective feedback for each tier.</li> <li>Engage teachers in instructional coaching to support teaching practices</li> <li>Develop and share a "Supporting Reading at Home" document with the school community and engage parents in reviewing student reading goals and progress.</li> </ul>	<p>WA -</p> <ul style="list-style-type: none"> <li>Reading Science in Schools Morphology Scope and Sequence V2</li> <li>Reading Science in Schools Syntax Scope and Sequence</li> <li>Reading Science in schools Structured Literacy in Year 3-6</li> <li>Reading Science in schools Structured Literacy in Foundation-2</li> </ul> <p>PLD  <i>'The Science of Reading Defining Guide', 2021 Reading League</i>  <i>The Science of Reading: What you need to know to teach reading effectively, Dr Lorraine Hammond, Code REaD</i></p>	<ul style="list-style-type: none"> <li>Build a shared understanding of a wide range of high-impact pedagogical approaches (including Collaborating, developing language, engaging with feedback, explicit instruction, learning goals, making connections, metacognition and reflecting, practicing, questioning and releasing responsibility) to support a student responsive whole school approach.</li> <li>Strengthen teacher decision-making regarding which specific pedagogical choices are used and why and the impact of those choices on student learning</li> <li>Engage a pedagogy mentor for year 2 and 3 to enhance teacher capability to respond to U2B learners</li> <li>Further embed consistency of practices (e.g. BIUW, LI, SC) for all teaching staff, including Specialists and new staff members</li> <li>Engage teachers in Learning walk and talks to support, challenge and grow a schoolwide consistent approach</li> <li>Engage teachers and teacher aides in a school wide feedback system to students</li> <li>Investigate and embed ways to use digital pedagogical practices to innovate on current teaching practices</li> </ul>	<p><i>Employment U2B Pedagogy Mentor</i></p> <p><i>LCSS High Impact Pedagogical Strategies</i></p> <p><i>Impact Cycles Feedback</i></p> <p><i>BIUW process</i></p>

Measurable outcomes	English A-E Achievement Prep – Year 6				PLD Stages corresponding to year levels				Measurable outcomes	English % C & Above				English % A/B				Maths % C & Above				Maths % A/B																																																																												
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<p><b>End Term 4</b></p>	<ul style="list-style-type: none"> <li>use background knowledge and robust vocabulary to improve reading performance</li> <li>have an increased reading accuracy, fluency and understanding of authentic texts</li> <li>be able to describe how to be successful through effective feedback opportunities</li> <li>connect reading with writing through consistent teaching practices</li> </ul>				<p>Teachers will:</p> <ul style="list-style-type: none"> <li>have an increased articulation of impact of pedagogical decisions</li> <li>plan consistent reading routines that include review, teach, practice and apply components of reading</li> <li>demonstrate accountability for their performance through coaching and observations</li> <li>have a stronger use of formative assessment resulting in more precise differentiation</li> </ul>				<p>Leadership team will:</p> <ul style="list-style-type: none"> <li>Lead the development of a whole school systemic scope and sequence</li> <li>provide PD opportunities to build capability in the explicit teaching of the 5 reading components</li> <li>Ensure strategies and resources are available to staff to build their capacity</li> </ul>				<p><b>End Term 4</b></p>	<ul style="list-style-type: none"> <li>use learning walls and BIUWs to access resources independently and improve their learning or 'bump up their work'</li> <li>be able to articulate 5-star responses to Sharratt 5 questions</li> <li>achieve EOY Levels of Achievement targets</li> <li>maintain their engagement and be accountable for their learning (95% attendance)</li> <li>use devices to enhance learning and engagement</li> </ul>				<p>Teachers will:</p> <ul style="list-style-type: none"> <li>grow capability to design lessons with greater clarity for students using feedback and reflections of high impact strategies.</li> <li>improved teacher confidence of high impact pedagogies through term survey</li> <li>use BIUWs and Learning walls to successfully link learning intentions to V9 units (explicitly teaching students how to use the walls)</li> <li>provide students with effective feedback through the BIUW process.</li> <li>moderate and analyse student work samples to track marker students</li> <li>enhance mentoring opportunities through collaborative PLTs</li> <li>Explore the use of daily reviews in English and Mathematics</li> </ul>				<p>Leadership team will:</p> <ul style="list-style-type: none"> <li>undertake Learning walks and talks every 4 weeks to observe priority strategies in use</li> <li>use data spreadsheets to engage teachers in data discussions on individual student progress</li> <li>strengthen school processes in English and Mathematics through Learning Walks and Talks, ensuring greater precision in teaching and learning and providing feedback to teachers on areas for improvement.</li> <li>collaborate with community, cluster and region</li> <li>measure impact of actions on students – NAPLAN, LOA, SOS, Wellbeing Survey, Attendance and Behaviour data</li> </ul>																																																																												
<p><b>Artefacts</b></p>	<p>LCSS Reading Scope and Sequence                      LCSS 'Read at Home'                      PLD monitoring screeners                      Comprehension monitoring tools                      Literacy Daily Reviews</p>								<p><b>Artefacts</b></p>	<p>LCSS High Impact Pedagogical Strategies                      Mentoring @ Lake Clarendon State School                      Impact Cycles Feedback                      Learning Together Getting Precise Reflections                      PPDPs</p>				<table border="1"> <thead> <tr> <th>2024 Year Level</th> <th>English Sem 2 2023</th> <th>English Sem 2 2024 Target</th> <th>English Sem 2 2023</th> <th>English Sem 2 2024 Target</th> <th>Maths Sem 2 2023</th> <th>Maths Sem 2 2024 Target</th> <th>Maths Sem 2 2023</th> <th>Maths Sem 2 2024 Target</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>85%</td> <td>95%</td> <td>66%</td> <td>65%</td> <td>85%</td> <td>95%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>Year 1</td> <td>83%</td> <td>95%</td> <td>44%</td> <td>68%</td> <td>83%</td> <td>95%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>Year 2</td> <td>56%</td> <td>95%</td> <td>33%</td> <td>58%</td> <td>67%</td> <td>95%</td> <td>33%</td> <td>60%</td> </tr> <tr> <td>Year 3</td> <td>94%</td> <td>95%</td> <td>65%</td> <td>58%</td> <td>94%</td> <td>95%</td> <td>64%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>91%</td> <td>98%</td> <td>35%</td> <td>70%</td> <td>96%</td> <td>98%</td> <td>57%</td> <td>68%</td> </tr> <tr> <td>Year 5</td> <td>93%</td> <td>98%</td> <td>40%</td> <td>58%</td> <td>93%</td> <td>98%</td> <td>53%</td> <td>60%</td> </tr> <tr> <td>Year 6</td> <td>77%</td> <td>98%</td> <td>45%</td> <td>58%</td> <td>82%</td> <td>98%</td> <td>64%</td> <td>60%</td> </tr> <tr> <td>Overall</td> <td>82.8%</td> <td>95%</td> <td>47.5%</td> <td>60%</td> <td>85.6%</td> <td>95%</td> <td>85.6%</td> <td>65%</td> </tr> </tbody> </table>				2024 Year Level	English Sem 2 2023	English Sem 2 2024 Target	English Sem 2 2023	English Sem 2 2024 Target	Maths Sem 2 2023	Maths Sem 2 2024 Target	Maths Sem 2 2023	Maths Sem 2 2024 Target	Prep	85%	95%	66%	65%	85%	95%	70%	75%	Year 1	83%	95%	44%	68%	83%	95%	50%	75%	Year 2	56%	95%	33%	58%	67%	95%	33%	60%	Year 3	94%	95%	65%	58%	94%	95%	64%	50%	Year 4	91%	98%	35%	70%	96%	98%	57%	68%	Year 5	93%	98%	40%	58%	93%	98%	53%	60%	Year 6	77%	98%	45%	58%	82%	98%	64%	60%	Overall	82.8%	95%	47.5%	60%	85.6%	95%	85.6%	65%
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	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	<p>By the end of term 1,</p> <ul style="list-style-type: none"> <li>a whole school approach to reading with a documented scope and sequence has been developed</li> <li>developed a shared understanding of Dialogic Reading</li> <li>reviewed Academic Vocabulary to support understanding of complex texts</li> <li>monitoring tools that provide useful information on the components of reading will be trialled for implementation in Term 2.</li> <li>read at home support guide developed and shared to all parents</li> </ul>	<p><b>Behaviourally:</b> Students will:</p> <ul style="list-style-type: none"> <li>engage with, apply and demonstrate understanding of strategies developed by teachers</li> <li>be accountable for their learning through improved behaviour and attendance</li> <li>use their achievement level to create a fine-grained reading goal for term 2</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>have a shared understanding of Dialogic Reading</li> <li>trial a range of monitoring tools and develop a consistent approach to monitoring.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>develop whole school Reading scope and sequence</li> <li>lead professional development reviewing academic vocabulary and dialogic reading</li> <li>develop a 'Read at Home' support guide for parents and share at a parent information session</li> <li>share reading information to parents through fortnightly newsletter</li> </ul> <p>U2B teacher will:</p> <ul style="list-style-type: none"> <li>work individually with identified students in yrs 2 and 3 to improve reading performance into the U2Bs through Sharratt 5 Q and feedback opportunities.</li> </ul>	<p>LCSS Reading Scope and Sequence</p> <p>Academic Vocabulary PowerPoint</p> <p>Comprehension monitoring tools</p> <p>Oral and Fluency Analysis chart</p> <p>PLD monitoring screeners</p>		End Term 1	<p>By the end of term 1,</p> <ul style="list-style-type: none"> <li>students will be able to describe how to be successful in English</li> <li>100% teachers using data spreadsheets to track individual students and monitor percentage growth.</li> <li>100% Teachers will have clarity over which High Impact Strategies to use in a lesson and why it makes a difference.</li> <li>100% teachers using V9 English and Mathematics to backward map planning documents.</li> </ul>	<p><b>Behaviourally:</b> Students will:</p> <ul style="list-style-type: none"> <li>engage with, apply and demonstrate understanding of strategies used by teachers</li> <li>be accountable for their learning through improved behaviour and attendance</li> <li>have a clear understanding of how to use the BIUWs and Learning walls to improve their writing.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Unpack achievement standards, assessment tasks and required criteria of V9 English and Mathematics, backward mapping to develop Term 2 units.</li> <li>Have a shared understanding of the BIUW process with the Ghost Walks identifying areas for self-improvement in the next unit.</li> <li>Review marker students for progress and adapt planning where required to gain greater precision in catering for the range of learners</li> <li>Analyse English and Mathematics term 1 data on the spreadsheets for percentage growth,</li> <li>Co-plan term 2 lessons in response to formative assessments at PLTs (additional release staffing funded through IPS)</li> </ul> <p>Leadership team will:</p> <ul style="list-style-type: none"> <li>Provide PD to refresh teachers on 10 high impact strategies</li> <li>Use observations (LWTs) to determine the preciseness of differentiation and its impact on learning.</li> </ul>	<p>BIUW process</p> <p>Impact Cycles</p> <p>Learning Together Getting Precise</p> <p>Data spreadsheets</p> <p>LCSS High Impact Pedagogical Strategies</p>	
End Term 2	<p>By the end of term 2,</p> <ul style="list-style-type: none"> <li>a structured literacy approach will be evidenced in all classrooms</li> <li>TWR and Academic Vocabulary will be used in weekly text dependent lessons (powerpoint dialogic approach) (Year 2-6)</li> <li>Assessment monitoring tool and PLD screeners will be used by all classes</li> <li>Increase in all student A-C/A-B achievement levels in Semester 1 English</li> </ul>	<p><b>Behaviourally:</b> Students will:</p> <ul style="list-style-type: none"> <li>successfully use TWR and academic vocabulary to improve English LOA</li> <li>identified Tier 2 and Tier 3 students will engage in evidence-based intervention provided by learning support.</li> <li>Tier 2 and Tier 3 students will progress in English levels as evidenced by learning support monitoring tools.</li> <li>review their reading goals based on individual feedback from teacher and set new achievable but challenging goals for Term 3.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>develop a structured Literacy approach consistent across junctures. (P-1, 2-6)</li> <li>review TWR strategies to link Literacy Knowledge to Writing routines.</li> <li>embed Academic Vocabulary through a weekly dialogic structured lesson approach integrating TWR oral and written activities.</li> <li>share best practice in PLT meetings</li> <li>use the agreed approach to monitoring reading to achieve year level targets.</li> </ul> <p>Leadership team will:</p> <ul style="list-style-type: none"> <li>provide PD to review TWR strategies</li> <li>video best practice classroom examples</li> <li>monitor use of academic vocab and TWR strategies through formal observations</li> <li>monitor reading assessments for improvement in each year level.</li> <li>ensure strategies and resources are available to staff to build their capacity</li> </ul> <p>U2B teacher will:</p> <ul style="list-style-type: none"> <li>analyse performance of U2B students for trends and patterns, sharing progress with whole staff.</li> <li>Identify new students to work with in semester 2</li> </ul> <p>Diverse Learning Teacher and SLP will:</p> <ul style="list-style-type: none"> <li>use monitoring tools to develop an evidence-based intervention to support differentiated, focussed and intensive teaching.</li> </ul> <p>Teacher aides will:</p> <ul style="list-style-type: none"> <li>undertake training in our structured literacy approach</li> </ul>	<p>TWR review PD powerpoint</p> <p>Example Dialogic Powerpoints</p> <p>Structured Literacy Timetables</p> <p>Reading assessment tool 2-6</p> <p>PLD monitoring screeners P-1</p>		End Term 2	<p>By the end of term 2,</p> <ul style="list-style-type: none"> <li>improved student wellbeing evidenced by 95% attendance in all classes</li> <li>100% students will be using the English wall to improve their learning outcomes evidenced through student checklists.</li> <li>All teachers regularly involved in the moderation cycle</li> <li>observations will show a stronger use of formative assessment and data analysis resulting in more precise differentiation</li> </ul>	<p><b>Behaviourally:</b> Students will:</p> <ul style="list-style-type: none"> <li>be empowered to take ownership of their learning.</li> <li>be active participants in their learning, reflecting and challenging themselves through the BIUW process.</li> <li>have their learning needs met through differentiated feedback</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>have an increased articulation of pedagogical decisions</li> <li>have higher engagement in staff meetings, PLTs and Professional Development opportunities.</li> <li>will create dynamic learning environments which support student wellbeing.</li> <li>review marker students for progress and adapt planning where required to gain greater precision in catering for the range of learners</li> <li>analyse English and Mathematics term 2 data on the spreadsheets for percentage growth and identify weaknesses to address in Term 3</li> <li>review and Co-plan term 3 Mathematics Sprints in response to formative assessments at PLTs (additional release staffing funded through IPS)</li> <li>share best practices in PLT collaborative sessions –effective high impact strategies with a focus on feedback</li> <li>engage in mentoring opportunities within PLTs to meet strategies outlined in leadership feedback and PPDPs.</li> </ul> <p>Leadership team will:</p> <ul style="list-style-type: none"> <li>provide positive qualitative feedback to teaching staff through Learning Walks and Talks (LWTs)</li> <li>use observations (LWTs) to monitor the preciseness of differentiation and its impact on learning.</li> </ul> <p>Diverse Learning Teacher and SLP will:</p> <ul style="list-style-type: none"> <li>support teachers during staff meetings to enter evidence into PLPs</li> <li>monitor staff progress with tier 2 and 3 student differentiation and feedback through regular check ins</li> <li>case management of students attending less than 85%</li> </ul>	<p>BIUW process</p> <p>Impact Cycles</p> <p>Learning Together Getting Precise</p> <p>Data spreadsheets</p> <p>LCSS High Impact Pedagogical Strategies</p> <p>Mentoring @ LCSS</p>	

End Term 3	<p><i>By the end of term 3,</i></p> <ul style="list-style-type: none"> <li>100% staff are knowledgeable and confident in utilizing reading processes</li> <li>Improved parent satisfaction in school opinion surveys</li> <li>Improvement in case managed students as evidenced through learning support data</li> <li>Overall improvement in student engagement through attendance and behaviour data.</li> </ul>	<p><b>Behaviourally:</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>review their reading goals based on individual feedback from teacher and set new achievable but challenging goals for Term 4.</li> <li>engage with teachers in feedback to improve their reading accuracy, fluency and understanding of texts being used.</li> </ul> <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> <li>engage with, develop and implement Literacy Daily Reviews</li> <li>year 2-6 teachers will review Dialogic Reading PowerPoints ensuring they contain – Vocabulary (semiotics, codes of meaning, salience, framing), Q&amp;A, Literary &amp; Visual devices, comprehension text dependent questions, TWR after reading. Term 4 weekly dialogic reading powerpoints written with these embedded.</li> <li>will have engaged in peer observation through the Learning Walks and Talks process</li> </ul> <p><i>Leadership team will:</i></p> <ul style="list-style-type: none"> <li>analyse and evaluate data protocols and share findings with staff</li> <li>compare findings to NAPLAN Reading score range and summary of progressions to determine if we are on track and identify missing elements.</li> <li>Identify teachers to undertake coaching with Reading Champion teacher.</li> </ul> <p><i>U2B teacher will:</i></p> <ul style="list-style-type: none"> <li>analyse performance of U2B students for trends and patterns, sharing progress with whole staff</li> </ul> <p><i>Diverse Learning Teacher and SLP teacher will:</i></p> <ul style="list-style-type: none"> <li>share progress of intervention strategies employed within differentiated, focussed and intensive episodes.</li> </ul>	<p>'Assessing student response to literature' NAPLAN publication</p> <p>Literacy Daily Reviews Dialogic Reading Power points</p> <p>Teacher surveys</p>	End Term 3	<p><i>By the end of term 3,</i></p> <ul style="list-style-type: none"> <li>improved student wellbeing evidenced by 98% attendance in all classes</li> <li>50% of students in each class achieving a 4 star / 5 star rating on their English assessment.</li> <li>100% students engaged in all lessons</li> <li>Improved school opinion surveys - Parent "My child is interested in their school work" 95% Student "My teachers are interested in my wellbeing" 100% Student "My teachers provide me with useful feedback about my school work" 100% Staff "I receive useful feedback about my work" 100%</li> </ul>	<p><b>Behaviourally:</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>be empowered to take ownership of their learning.</li> <li>have their learning needs met through differentiated feedback</li> <li>use learning walls and BIUWs to access resources independently and improve their learning or 'bump up their work'</li> <li>begin to use 5-star responses to Sharratt 5 Q during Impact Cycles</li> <li>use a range of devices to enhance their learning and engagement</li> </ul> <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> <li>will continue to create dynamic learning environments which support student wellbeing.</li> <li>have increased alignment of the English and Mathematics Australian Curriculum V9 in all units of work.</li> <li>have embedded high impact strategies into all teaching and learning</li> <li>moderate and analyse student work within the school and cluster settings</li> <li>provide opportunities for students to use devices within planned learning episodes</li> <li>will set fine grained EOY achievement targets for individual students based on Semester One English and Mathematics Data.</li> <li>engage in mentoring opportunities within PLTs to meet strategies outlined in leadership feedback and PPDPs.</li> </ul> <p><i>Leadership team will:</i></p> <ul style="list-style-type: none"> <li>provide positive qualitative feedback to teaching staff through Learning Walks and Talks (LWTs)</li> <li>share LWTs with other teachers allowing a more schoolwide consistent approach to be embedded</li> <li>provide professional development on daily reviews in English and Mathematics</li> <li>analyse school opinion surveys for targeted improvement areas</li> <li>ensure community consultation in decision making – student voice/parent voice</li> </ul> <p><i>U2B teacher will:</i></p> <ul style="list-style-type: none"> <li>analyse performance of U2B students for trends and patterns, sharing progress with whole staff</li> </ul> <p><i>Diverse Learning Teacher and SLP will:</i></p> <ul style="list-style-type: none"> <li>support teachers during staff meetings to enter evidence into PLPs</li> <li>monitor staff progress with tier 2 and 3 student differentiation and feedback through regular check ins</li> <li>case management of students attending less than 85%</li> </ul>	<p><i>BIUW process</i></p> <p><i>Impact Cycles</i></p> <p><i>Learning Together Getting Precise</i></p> <p><i>Data spreadsheets</i></p> <p><i>LCSS High Impact Pedagogical Strategies</i></p> <p><i>Mentoring @ LCSS</i></p> <p><i>Daily Review powerpoint PD</i></p>
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**Approvals**

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

Principal

P&C/School Council

School Supervisor