



# Zillmere State School



## 2024 'Equity and Excellence' Annual Improvement Plan

### Educational Achievement and Culture and Inclusion

Strategy	Actions	Impact	3, 6, 9 month timelines	Responsible officers	School Targets
<b>Implement an inclusive, consistent and collaborative approach to the teaching of writing and reading across the school</b>	<p><b>Leadership will:</b></p> <ul style="list-style-type: none"> <li>Support the implementation of the structured literacy (PLD -synthetic phonics approach as part of this) as part of the teaching in the Australian Curriculum.</li> <li>Track progress and intervention for 3 marker students for writing based on English assessment Criteria.</li> <li>Provide PD, modelling, coaching and clear structure/timelines for starting an inclass 'English Learning wall' to anchor the curr. planning, writing goals, marker students, bump it up wall, Exemplar. This will support teachers in driving the pedagogy and differentiation.</li> <li>Utilise Sharratt's 'Clarity: What matters most in Learning, Teaching and Learning' book to underpin the 'why' and ongoing PD support for staff.</li> <li>Identify with teachers, Writing goals for all students based on English assessment Criteria</li> <li>Support the Early identification and of students not improving in English achievement level D to C in Term 1 and 3 so that adjustments can be made.</li> <li>Monitor student growth in English through formative and summative assessment. This is occurs through weekly structured support meetings with leadership team for all classroom teachers utilising:               <ul style="list-style-type: none"> <li>Early Start P-2</li> <li>Literacy Continuum</li> <li>A-E English data</li> <li>Writing samples</li> </ul> </li> <li>Provide opportunities for teachers to be involved in cluster moderation events and regular weekly meetings with the HOD (curr) or DP to support teachers in the 'Term 1 2024 Explicit Improvement Action Plan'.</li> <li>Support teachers to make adjustments through the Zillmere Inclusive Practices Team processes.</li> <li>Provide opportunities for teachers and aides to build capability in the Reading &amp; Writing Centre's 'Inclusive Teaching of Reading' approach</li> </ul>	<ul style="list-style-type: none"> <li>P-6 teachers and aides will be equipped with an understanding of evidence-based reading instruction and the ability to implement this in the classroom.</li> <li>Whole school approach to the teaching of reading and structured literacy time in every class.</li> <li>Early identification of reading and writing disorders through Zillmere Inclusive Practices team ensuring adjustments and differentiation occur inclass.</li> </ul>	<p>3 months</p> <p>Also see 'Term 1/2/3/4 2024 Explicit Improvement Action Plan' for detailed week to week timeframes</p> <p>6 months</p>	<p>All classroom teachers and teacher aides (teaching teams) P/1 and 1 / 2: HOD (curr) 2/3/4, 3/4/5 and 5/6: DP GO Psychologist</p> <p><b>All year</b></p>	<p>30% of level D (semester 2, 2023) to C in English in semester 2, 2024</p> <p>Whole school Approach to the Teaching of Reading implemented by 100% of teachers</p>
	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>Engage in weekly meetings with the HOD (curr) or DP to support teachers in the 'Term 1 2024 Explicit Improvement Action Plan'.</li> <li>Utilise their inclass 'English Learning wall' to anchor the curr. planning through writing goals, 3xmarker students, bump it up wall, Exemplar etc. This will support teachers in improving pedagogy and differentiation across a multi-age class..</li> <li>Teacher Aides will deliver consolidation opportunities and intensive support programs for identified students through the Universal design for Learning T/A weekly timetable</li> <li>Present students of concern to regular weekly Case Management meeting (3 marker students)</li> <li>explicitly, systematically and sequentially teach the five elements of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) as part of structured literacy time</li> <li>P-2 – use Early Start to generate purposeful data about literacy and numeracy achievement, track progress and measure growth for P-2 students.</li> <li>P-6 - Monitor student growth in English through formative and summative assessment.               <ul style="list-style-type: none"> <li>Literacy Continuum, student assessment informing the next unit</li> <li>A-E English data, writing samples</li> </ul> </li> <li>administer, monitor and use formative and summative data to effectively differentiate teaching in English for all students</li> <li>participate in cluster moderation events and Zillmere Inclusive Practices (ZIP) fortnightly meeting for the case management of students</li> </ul>	<ul style="list-style-type: none"> <li>Early identification of reading disorders</li> <li>Early intervention to address areas of concern</li> <li>Universal Design for Learning timetables will be flexible and responsive to student needs</li> <li>curriculum planning and resourcing decisions will be data driven, starting with the 3 marker students.</li> </ul>	<p>3 months</p> <p>6 months</p>		

	<b>Students will:</b> <ul style="list-style-type: none"> <li>utilise the co-constructed English Learning Wall to support their English learning</li> <li>Identify a specific visual writing learning goal every term</li> <li>hear the sounds in spoken words and understand that words are made up of sequences of sounds (phonemic awareness)</li> <li>identify the phonemes that make up each word, which helps children to learn to read and spell (phonics)</li> <li>read quickly and naturally with accuracy and expression (fluency)</li> <li>use knowledge of words from speech to recognise words that they encounter in print (vocabulary)</li> <li>decode what they read and then make connections between what they read and what they already know (comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>P-6 students will be empowered with the specific skills and strategies they need to read and write effectively alongside their peers.</li> </ul>	3 months		
<b>Strategy</b>	<b>Actions</b>	<b>Impacts</b>	<b>3, 6, 9 month timelines</b>	<b>Responsible Officers</b>	<b>School Targets</b>
<b>Develop a consistent and collaborative approach to curriculum planning, differentiation and pedagogical practice (how we teach) to ensure that all required aspects of the Australian Curriculum are taught and assessed with rigour and fidelity.</b>	<b>Leadership will:</b> <ul style="list-style-type: none"> <li>Develop the School's Data Plan Annual Assessment Schedule</li> <li>Enact the 3 levels of planning consistently across all classes focusing on the multi-age complexities with targeted support from Senior Education Officer – Capability (SEOC)</li> <li>Build an assessment culture and develop a shared assessment literacy</li> <li>Use data to determine the focus of moderation processes</li> <li>Use strategies to engage in moderation processes at multiple junctures ie every term</li> <li>Use data collected through moderation processes for continuous improvement</li> <li>Collaborate with teachers to complete a school-wide Collegial Engagement Framework, including classroom walkthroughs, observations and providing and receiving feedback for PBL lessons, reading instruction and age appropriate strategies.</li> <li>Provide opportunities for teachers to participate in Case Management Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Participation in cluster moderation - curriculum, pedagogy, assessment and reporting will be aligned</li> <li>teacher judgements will be more consistent and reporting more accurate, against the Australian Curriculum achievement standards</li> <li>Increased collegial engagement through Case Management meetings, walkthroughs and observations.</li> </ul>	3 months  Also see 'Term 1/2/3/4 2024 Explicit Improvement Action Plan' for detailed week to week timeframes	All classroom teachers and teacher aides (teaching teams) P/1 and 1 / 2: HOD (curr) 2/3/4, 3/4/5 and 5/6: DP GO  <b>All year</b>	Decrease by 30% the annual school suspensions and major behaviour incidents.  100% of teachers implementing EI strategies in English by end of Semester 1.  Collegial Engagement Framework implemented. Including classroom walkthroughs, formal observations and providing and receiving feedback for PBL lessons, Explicit Instruction and Reading Instruction through structured reading times.  Data Plan's Annual Assessment schedule documented and implemented by 100% of teachers  Increase in documented Personal Learning Plans (PLP) for students
	<b>Teachers will:</b> <ul style="list-style-type: none"> <li>P-2 staff engage Explicit Instruction Pedagogy to support the engagement of all learners.</li> <li>P-6 staff engage in High Impact Strategies to increase engagement within English i.e structured literacy times with a designated phonics program (PLD)</li> <li>plan for and articulate the curriculum intent that underpins each learning experience across multi-age classes</li> <li>provide regular feedback to children to connect them with the strengths of their current learning and then co-construct future learning goals for English</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and Teacher Aides (Teaching team) teach with a shared understanding of 'session by session' identified students to adjust the learning for</li> <li>Teachers and Teacher Aides develop a shared understanding and application of HITS (High Impact Teaching Strategies)</li> </ul>	3 months  6 months  9 months		
	<b>Students will:</b> <ul style="list-style-type: none"> <li>work in partnership with the teacher to plan for, co-construct and reflect on their learning.</li> <li>move, do and interact appropriately in a range of learning situations to engage in higher order thinking and build on current learning</li> <li>engage in a range of learning spaces, both indoors and outdoors</li> <li>participate with increasing focus, concentration, motivation and self-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>Increased access to the Australian Curriculum for all learners</li> <li>Increased engagement in English</li> <li>Students' next steps visible to teachers, students and parents/carers through daily feedback strategies and visual English student goals</li> </ul>			
<b>Strategy</b>	<b>Actions</b>	<b>Outcomes</b>	<b>3, 6, 9 month timelines</b>	<b>Responsible Officer</b>	<b>School Targets</b>
<b>Implement the Australian Curriculum with rigour and fidelity</b>	<b>Leadership will:</b> <ul style="list-style-type: none"> <li>Provide opportunities for staff to engage in the Crossing Cultures Intelligence PD on the January SFDs</li> <li>Provide opportunities for staff to engage with regional curriculum advisors/ SEOC – with leaders.</li> <li>Provide weekly coaching, mentoring and planning opportunities with HOD (cur) and DP</li> </ul>	<ul style="list-style-type: none"> <li>All staff engage in Crossing Cultures Intelligence PD to support their understanding of embedding Indigenous perspectives within the curriculum.</li> <li>Increased teacher capability in curriculum implementation</li> </ul>	3 months 6 months 9 months	Classroom teachers Andrew Shaw <b>All year</b>	30% of level D (semester 2, 2023) to C in English in semester 2, 2024  Improved teacher School Opinion Survey data in target areas of: the teaching of indigenous perspectives  Decrease by 30% the annual school suspensions and major behaviour incidents.
	<b>Teachers will:</b> <ul style="list-style-type: none"> <li>Participate in the Crossing Cultures Intelligence PD in the January 2024 SFDs</li> <li>Engage with regional curriculum advisors</li> <li>Participate in weekly coaching mentoring and planning sessions with the HOD (curr) and DP</li> </ul>	<ul style="list-style-type: none"> <li>Increased understanding of embedding Indigenous perspectives within the curriculum.</li> <li>Increased teacher capability in curriculum implementation</li> </ul>	3 months		

