

Annual Implementation Plan 2022



Glass House Mountains State School Vision – Embrace the Future Together:
Caring, Learning, Succeeding

Our 2021 Explicit Improvement Agenda – Nurturing successful, collaborative, 21st century learners through feedback and engagement

The AIP was endorsed by the P&C on 30 March, 2022

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2022 NCR Key Priorities - LEADING THE LEARNING TOWARDS ZERO

- Precise, rigorous, enacted moderation process (incorporating case management and effective pedagogical practices) to improve student learning.
- A strategy based on disaggregated data to improve outcomes for Indigenous/CIC/NCCD

2022 GHMSS Key Priorities

Through intentional collaboration to pre-moderate, use CASW to target teaching and plan feedback for students, we will:				
• Increase the number of students achieving A-C, and extend the number of A results in English • Increase the number of students achieving A-C, and extend the number of A results in Mathematics • Enhance the Wellbeing of our community; students and staff	GHM State School Level of Achievement data		Sem 2 2021	2022 targets
	Extending our learners	English A standard %	19%	22%
		Maths A standard %	18%	22%
		English A/B standard %	52%	
		Maths A/B standard %	53%	
	Reaching the standard	English C and above %	89%	92%
		Maths C and above %	89%	93%
		English C and above Indigenous students	88%	92%
		English C and above NCCD students	63%	70%
	Target is to improve in all areas, with particular focus:			
• English and Mathematics C and above • English and Mathematics A standard				

At Glass House Mountains State School, the 2022 key priorities will be achieved through:

Priorities	Improvement Strategies	Evidence of Success
Focus PERFORMANCE <i>lifting the performance of each child and student in our state schooling system.</i>	Know our Learners - A-E achievement data for P-6 English and Mathematics is monitored and reviewed each term. Teachers regularly update the learning ladders to monitor progress - Detailed year level Data Snapshots highlighting students not achieving standard in English and Mathematics, including our diverse learners (Indigenous students, students in out of home care and students with a disability), are reviewed by year level teams each term - Prior to M1 taking place, a collaborative whole school analysis of A-E data is planned to identify number of students achieving a C or better for English and progress toward AIP target - Every class teacher identifies a marker student for 'lift' to next achievement level through collaboratively planned differentiation and feedback. - Teachers will have the opportunity to present students and plan for intervention through Student Deep Dive approach	- Teachers will be able to identify marker students and track their progress in a learning area - Student Deep Dive (Case management meetings) introduced - Teachers and Leaders will meet for Data Conversations to identify needs of students in their class
	Meeting our Learners' Needs - Use pre-moderation planning sessions to plan for targeted teaching and differentiation strategies/adjustments required prior to the teaching and learning - Targeted intervention support as outlined in the Investing for Success Program for students achieving below 'C' standard and extension for students achieving a B or an A - Develop a school wide approach to giving feedback to students - Increase teacher staffing in the Inclusive Learning Team, using additional allocations, to prioritise support for students - Allocate I4S budget to purchase additional teacher aide resourcing to support targeted intervention in classrooms - Design opportunities to cater for our highly able students.	- Pre-moderation sessions implemented - PLG's will meet regularly throughout the learning cycle to collaboratively assessment student work (CASW's) - Targeted support as identified through Data snapshots - Improvement in LOA data for English and Math - Investment in human resources to support our diverse learners
	Including all Learners through Student Wellbeing and Engagement strategies - Plan for and promote student wellbeing strategies - Provide opportunities for students to be successful in sport, leadership, arts, cultural and academic extensions - HOD curriculum to work with teachers to adjust curriculum delivery at the M1 phase of planning for teaching - Inclusion staff to meet with teachers to ensure adjustments are planned for and a joint partnership - Review and refine the Positive Behaviour for Learning (PBL) procedures to ensure that school wide practices remain embedded so that students understand and are taught the correct behaviours across all school settings - Support complex case management of vulnerable students through case-management partnerships - Utilise the Student Needs Action Committee (SNAC) Team to plan for additional academic, emotional or physical support for students - Use our school chaplaincy services to strengthen student engagement and wellbeing - Work with Community Engagement Officer to focus on Student Attendance, analysing trends in attendance data at a whole school level, class and individual student level, increasing student attendance percentages.	- Students will be identified for support and monitored through the SNAC team - Complex case management meetings scheduled when required with support of regional GOSEW and relevant AVT's - Tracking of CCM students - Improvement in student attendance data - Reduction in behaviour data including SDA's - Published Student Code of Conduct
	Tracking our learners - Leadership team maintain line-of-sight of marker student progress through regular visits to classrooms using the 5 questions to ascertain students' understanding of their learning (<i>Clarity</i>, Lyn Sharratt) - Lifting our student achievement in English, through the development of individual goals in English. Raise the target percentages of students achieving a 'C' on higher and specifically the percentage of students achieving an A - Lifting student achievement in Mathematics of students in Prep to Year 6. Increase percentage of students achieving a 'C', with a particular focus on increasing the percentage of students achieving an A standard.	- Increased success in LOA data increasing A-C percentage and more students achieving an A - Students accessing the Third Teacher and tracking their own learning success

Focus TEACHING <i>a focus on the capability and capacity to enact a deep understanding of the P12 CARF. Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i> Focus CAPABILITY <i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>	Know the Curriculum • Embed the GHMSS Curriculum, Assessment and Reporting Plan (CARP) as the framework for whole school alignment of planning, teaching, assessing and reporting of student achievement • Every teacher delivering the Australian curriculum in classrooms using the 3 levels of planning within the CARP • Implement <i>Learning the Learning</i> project to develop teacher understanding and precision in delivering the Australian Curriculum; through year level collaboration (PLG's) with HOD (Head of Department- Curriculum), deconstructing the intent of the units of work in M1 and planning for assessment • Embed a full Moderation cycle– Before After, After End cycle in English and commence this work in Mathematics to consolidate teacher understanding of the Achievement Standards • Investigate options for interschool moderation opportunities.	- Moderation cycle timetable developed - PLG planning time scheduled for teachers at the end of each term - Regular PLG's scheduled to allow teachers to collaborate on student work - Inter school moderation opportunities established
	Develop Professional Knowledge • Establish a professional learning plan for all staff – teachers and teacher aides to include researched based pedagogies and differentiation strategies • Enable teachers to engage and intentionally collaborate with the Instructional Leadership Team (HOD, DP and Principal) in high quality curriculum and pedagogy conversations in the Professional Learning Groups (PLG's) structure • Build partnerships with other schools engaging in similar projects - <i>Leading the Learning</i> and research - <i>Clarity</i> • Develop a collegial engagement plan that allows teachers to engage in discussion and analysis of effective teaching and learning (PLG, collaborative planning, Data Conversations, moderation, coaching and mentoring) • Plan for effective teaching and learning through funded teacher planning sessions with HOD (C) • Use Professional Learning Groups (PLG's) to develop staff expertise in the analysis of relevant and purposeful data to inform classroom practice • Instructional leaders and teachers collaborate on data conversations to investigating class data to plan teaching • Establish a School Data Plan to carefully inform teaching and learning • Through collaboration in PLG's, enhance teacher understanding of pedagogies such as; the Gradual Release Model, Guided Instruction, use of the Bump It Up Walls and Feedback linked to success criteria • Redefine and clarify a rigorous whole school moderation cycle (Before, After, After End Model) in English, using the writing summative assessments, to build professional knowledge of the assessment intent and the standard.	- Professional Learning Groups established and well planned - Clear Profession Learning Plan for all Teachers - Teacher Aides engaged in weekly professional learning - Enactment of Moderation plan - Establish a School Data Plan
	Develop Professional Practice • Collaboratively design, with teachers, a Collegial Engagement Model with teachers to include: - a Watching Others Work (WOW) model for teachers to observe and share great pedagogical practices in our school - supporting understanding of their learners through LWT visits each term and provide of feedback - opportunities to plan with HOD(C) or colleagues - opportunities for observation and feedback - data conversations to know students and plan for target teaching opportunities - goal setting through APDPs discussing pedagogical goals • Develop a school culture of professional sharing and encourage teacher self-reflection of practice and needs • Use of the Third Teacher through Bump-it-up walls and Learning Walls carefully planned for and implemented in all classrooms, supporting student learning and building alignment of whole school pedagogical practice • Planned differentiation strategies enacted in classrooms including extension work for B students targeting an A, using marker students to plan for and track progress • Implement a flexible repertoire using the Differentiation Planner and the Maker Model of Adjustments • Lead, using teacher leaders, research-based learning of Dr Lyn Sharratt's text <i>Clarity</i> through book study • Develop practice in targeted strategies through a student case management approach (Student Deep Dive)	- Improvement in percentage of students achieving standard as reflected in A-C LOA data - Improvement in percentage of students reaching up to an A as reflected in LOA data - Each teacher will be engaged in collegial engagement - Sharing and development of pedagogical practices evidenced through observations and student learning - A whole school approach to trauma informed practices developed

	• All staff engage in <i>Trauma training</i> to develop professional knowledge in engaging all students in learning • Continue to use the Gradual Release of Responsibility Model across the school • Use Walks and Talks as a strategy to monitor student understanding of their learning and measure impact • Continue to develop a balanced approach to teaching the four Maths proficiency strands: Knowledge and Understanding, Fluency, Problem Solving and Reasoning • Develop a whole school approach to teaching Problem Solving and Reasoning to increase student achievement • Revisit the best practice pedagogies to teach Number Facts Fluency which supports the embedding of Numeracy Rich Routines within the whole school.	
	Performance Development Process • Meet all teachers in Term 2 and Term 4 to develop and review Annual Performance Development Plans (APDP's) • Ensure teaching staff performance plans align with AITSL- National Professional Standards for Teachers and EIA • Embed consultation and feedback structures are embedded - walkthroughs, formal observation and feedback processes are embedded in school leadership practice • Continue to develop whole school practices in peer observation, feedback, differentiated coaching and learning to enhance teacher performance in line with the Explicit Improvement Agenda • Explore the development of staff personal wellbeing, developing a whole school staff wellbeing plan • Strategically plan for and monitor school improvement through weekly school leadership team meeting structure SLT (Senior leadership Team) to review strategy, engage in data interrogation and ensure the alignment of school focus • Engage in Regional Leadership opportunities in Numeracy and Literacy development which promote the building of leadership capacity within the school • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.	- All staff will have an APDP with targeted professional goals - All staff will have access professional development opportunities within the school
Focus PARTNERS <i>fostering strategic partnerships that build understanding and expertise, and coordinating, collaborating or co-designing shared work with partners.</i>	Expand partnerships with our community • Promote and welcome parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Review collaboratively and investigate new ways of communicating with parents • Implement the use of digitally sharing information and student progress through platforms such as <i>SeeSaw</i> • Foster a strong partnership between the P&C and the school and use this to leverage the connections with the school community school • Utilise school resources to provide programs and opportunities for parents and prospective parents to build their capacity to support their child's learning and present this information in different ways for parents to access • Strengthen relationship with local feeder Early Education and Care Centres • Promote Supporting Successful Transitions to Prep by: Embedding current transition practices and conversations with local ECEC providers, planning collaboratively to establish strategies based on data (e.g. AEDC) and sharing professional development opportunities when appropriate • Develop an Early Years Network team in the area to include local schools, early years providers and departmental transition staff to share practice • Plan Transition for 2022 prep students commencing in Semester 2 with service visits, promotion of open days, enrolment processes and transition days • Promote a term 4 playgroup for our incoming prep students and their families using the opportunity to connect with our young students entering prep, promoting learning to reduce vulnerabilities • Continue to plan partnerships with Beerwah State High School to reduce vulnerability in early years and foster productive primary to high school transitions	- Increased parent engagement in school events - Varied parent communication platforms planned for and established - Evidence of successful transitions to Prep in behaviour and academic data - Increased opportunities to participate in transitions with high schools - Implementation of shared teaching opportunities with High School - Professional partnerships with other school established sharing professional knowledge

	• Strategically use the partnerships with Beerwah SHS to promote learning for our year 5&6 cohort through shared resource projects e.g. Art, Science teaching • Build partnerships with other school engaging in <i>Leading the Learning</i> project and in research such as <i>Clarity</i> • Continue to work with regional support services to support and sustain school improvement • Continue to develop partnerships within and beyond the school that support student learning • Actively seek and develop a wide range of community partnerships, embracing opportunities to collaborate with local communities e.g. Glass House Country Welfare Committee, Local Chaplaincy Committee, Aboriginal or Torres Strait Islander contacts.	
Focus WELLBEING <i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i>	• Continue to promote wellbeing across the school community – self, staff, parents and community • Continue to plan for students learning of our behaviour expectations through our Positive Behaviour for Learning (PBL) committee ensuring that all students have access to this learning and further Tier 2 and 3 supports as required • Highlight needs of students and families in SNAC meetings to brainstorm possible interventions or supports • Support case management of vulnerable students through case-management partnerships including the use of regional staff where required • Monitor student wellbeing of year 4-6 through Department Wellbeing survey • Develop the role of the Community Engagement Officer to promote attendance, removing barriers for families to engage in our school and promote partnerships within our community • Invest school funds into targeted programs providing intervention for our students such as MYCP, individual complex case needs • Develop lunch time clubs to promote engagement around student interests • Promote professional learning for all staff in <i>Trauma Training</i> through Complex care to promote understanding of students with complex backgrounds or needs • Continue to monitor workload of our staff through the review of our whole school data plan • Use the Staff Wellbeing Committee to plan forward to address staff wellbeing needs, regularly monitoring wellbeing and reviewing strategies.	- Track Yr 4-6 student wellbeing through survey and SOS - Staff wellbeing feedback to increase in SOS - Trauma informed practices will be integrated into school procedures