



Annual Implementation Plan

Bald Hills State School

School Improvement Priority 2022

Improving English A-E Data


Our Goal: In 2022, increase the percentage of students demonstrating an A-C level of achievement (or equivalent) in the Australian Curriculum learning area English.


Baseline Data Sem 2 2021 Targets	Prep n/a	Yr.1 87.2	Yr.2 96.4	Yr.3 89.3	Yr.4 83.5	Yr.5 91.2	Yr.6 91.7
	85	89	97	91	86	92	92


Actions	We Are Successful	Leaders will	Teachers will	Students will
Unit Planning	100% Collaborative Year Planning from Aust Curriculum. All Unit Plans Accessible to all staff online in Sharepoint.	Provide team planning time. Provide NCT for leaders. Coach teams in standardising publications. Attend weekly team meetings.	Collaboratively create an agreed team charter. Collaboratively plan units of work from the Australian Curriculum on Sharepoint. Create WALT and Success Criteria. Ensure differentiation is recorded in unit and weekly planning.	Verbalise WALT and Success Criteria. Engage in Bump it Up Walls. Access the curriculum with reasonable adjustments.
Assessment /Moderation	Marking guides and Alignment Planners used in 100% of Units 100% engage in Before, After, After, End moderation.	Ensure Unit and Marking Guide are aligned to Aust. Curriculum. Facilitate moderation opportunities (Internal and external).	Teachers collaboratively assess student work against the English Australian Curriculum Achievement Standard Use marking guides and alignment planners. Set goals for students. Collaboratively engage in Before, After, After and End moderation.	Be familiar with marking guide Verbalise the success criteria. Respond to feedback.
Data	Faces on the Data Wall established in planning room. Update Faces On The Data each semester.	Class Dashboard class/cohort groups, and SORD, to discuss student data and track progress each term. Create Faces on data Wall for teachers. Provide time for Data meetings. Investigate Data analysis of Literacy Continuum.	Teachers use Class Dashboard class/cohort groups, and SORD, to discuss student data and track progress. Develop an action plan that targets specific marker students identified from Faces on the Data. Teachers collect and utilise class data. Teachers access and use Early Start / Literacy Continuum.	Students state their learning goals.
Case Management	Faces on the Data is used by all teachers to know students and inform teaching and learning.	Develop templates to assist teachers to plan for adjustments and action plans. Initiate and facilitate discussions between teachers to meet individual student needs.	Teachers use a case management/ learning sprints approach in year level teams to plan, review and monitor student progress. Differentiation and adjustments are shown in team planning documents.	Students provided with tailored resources for their adjustments Students can state their WALT and Success Criteria. Students state their learning goals.

					SEP teachers have loaded their planning to OneDrive for class teachers to access.	
Inclusion	ICPs and personalised curriculum students have adjusted marking guides for units. Consistent adjustment strategies are introduced across classes.	Provide time for teachers to complete adjustment planning. Present professional learning opportunities. Support provided to staff to plan adjustments.	Teachers record differentiation adjustments in collaboration with Inclusion Team on Onedrive Teachers use Universal Design- Visual Timetable / Bump It Up Walls	Students have access to the curriculum at their zone of proximal learning.		
Bump It Up Walls	"Bump-it-up walls" are used consistently across more year levels.	Support early adopters for the use of "bump-it-up walls". Create peer learning opportunities.	Teachers engage in Professional Development. Teachers review "bump-it-up-walls" to ensure they are aligned with the latest marking guide. Teachers continue to embed the use of "bump-it-up walls" to support students' peer and self-assessment. Teachers support student identified learning goals.	Students participate in collaborative development of "bump-it-up walls". Students use the "bump-it-up wall" to make improvements to their work.		
Early Start / Literacy Continuum	Map Prep Year, Year 1 & Year 2 on Early Start. Preps – beginning & end of year, Year 1 & 2 end-of-year mapping.	Support consistency in mapping. Provide resourcing for conferencing. Margaret Martin-Saunders will provide PD to leadership team. Developing an implementation plan.	Prep teachers use Early Start data to inform planning. Teacher are able to access and map students on the Literacy Continuum.	Students engage in data collection procedures.		
Learning Walks	Internal learning walk structure in place linked to 'Faces on the Data'.	Develop and share the learning walk process with teachers. Principal and DPs to conduct learning walks in their teams.	Learn the process of the learning walk. Learning walks occur in classrooms.	Respond to learning walk questions using classroom artefacts.		

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


Principal


P&C Representative


Assistant Regional Director