



Miallo State School
Annual Implementation Plan

2019

Explicit Improvement Focus

Improved A-C outcomes for all students through: 1) an effective whole school approach to differentiated teaching and learning; 2) Developing students as 'assessment literate visible learners'

DoE Strategic Plan 2019-2022	State Schools Strategy 2019-2022	Professional Standards	Strategies	Frameworks	Performance Measures (What we will measure and achieve in a term)	Planned Educator Learning Aligned to key strategies to build capability and capacity of staff
PRECISION ALIGNMENT INTENTIONAL COLLABORATION	Successful Learners	1, 2, 4	Know our learners <ul style="list-style-type: none"> Support teachers to make data based decisions through <u>Data & Differentiation Meetings</u> (HOC and teachers, each semester) and 5-weekly <u>Student Progress Meetings</u> (Principal and teachers). Build teachers' knowledge and understanding of the Literacy Continuum as a way of identifying, tracking and meeting students' needs. Implement Early Start across P-2. Meet our learners' needs <ul style="list-style-type: none"> Develop and implement <u>Student Support Referral and Case Management</u> process. Continue <u>individualised support</u> including intervention program implemented by STLaN and teacher aide, SLP program implemented by teacher aide, and class support provided by SWD teacher (tier 3 support). 	2019 SS Strategy A Whole School Approach to Supporting Student Learning Early Start/ Literacy Continuum Positive Behaviour for Learning Wellbeing for Students Inclusive Practices	All teachers have CIAPs which document goals and strategies of differentiation for identified students. All P-2 students mapped to Literacy Continuum using Early Start. A whole school approach to supporting the learning of all students is documented.	Unpack the Literacy Continuum including its possible uses (T1) Build knowledge and understanding of <i>A Whole School Approach to Supporting Student Learning</i> , ICP process, Response to Intervention framework and tiers of support (T1 & T2)
	Teaching Quality	2, 3, 4, 5	Systemic Curriculum Delivery <ul style="list-style-type: none"> Implement Miallo Curriculum Overview and foundational and school-based programs - all mapped to the Australian Curriculum. Provide <u>Collaborative Planning Meetings</u> to all class teachers, one per semester (HOC, Principal and teachers) <ul style="list-style-type: none"> Investigate and make refinements to curriculum planning to support differentiation (tier 1 support) utilising UDL framework (semester 2) Investigate and make refinements to curriculum planning to develop students as assessment literate visible learners (semester 2) Effective Pedagogical Practices <ul style="list-style-type: none"> Monitor the use of agreed pedagogical practices as outlined in <i>Teaching and Learning @ Miallo</i> Expert Teaching Team <ul style="list-style-type: none"> Continue a systematic coaching approach focused on Explicit Teaching and individual professional development goals. Provide professional learning focused on building knowledge and understanding of differentiated instruction (disability specific, tier 1 support). Provide professional learning focused on developing students as assessment literate visible learners (learning intention and success criteria, cognitive verbs, goals and feedback). 	2019 SS Strategy Australian Curriculum P-12 CARF Pedagogical Framework A Whole School Approach to Supporting Student Learning Inclusive Practices Annual Performance and Development Framework Australian Professional Standards for teachers	Whole school curriculum plan agreed, aligned to P-12 CARF expectations and enacted All teachers engaged in collaborative curriculum planning with HOC and Principal using UDL framework Agreed pedagogical framework is evidence-based and incorporates high yield strategies Increased use of (and increased teacher confidence) differentiation strategies in universal teaching Students able to articulate learning using the five questions (Sharratt) aligned to preferred future	Build knowledge and understanding of (T2): <ul style="list-style-type: none"> (Unit) Learning intention and success criteria Cognitive verbs Goals and feedback Learning while doing – collaborative planning (T2) <ul style="list-style-type: none"> UDL framework (Unit) Learning intention and success criteria Instructional coaching (T2-4) Observations and feedback from Regional ASD coach (T2 & T3) Optional workshops by SLP (T2-4)
	Principal Leadership & Performance	6	Develop self and others <ul style="list-style-type: none"> Support professionalism and development of teaching staff through implementation of authentic <u>Personal Development Plans</u> that align to the school improvement agenda. 	2019 SS Strategy Australian Professional Standards Annual Performance and Development Framework Australian Professional Standards for teachers	All teachers have agreed PDP aligned to AIP and reviewed at the end of the year	Teacher access professional learning opportunities aligned to their PDP goals (T1-4)
	School Performance	1, 2, 3, 5, 6	Know our data Know our strategies <ul style="list-style-type: none"> Implement <u>Collegial Learning Teams</u> that: <ul style="list-style-type: none"> Facilitate classroom-level collaborative inquiry that aims to provide tier 2 support (as per the school's whole school approach to supporting student), utilising Hattie's framework of diagnose, intervene and evaluate Focus on inquiring into developing students as assessment literate visible learners and thus drive improvement in student outcomes 	2019 SS Strategy School Improvement Model Evidence Hub Australian Curriculum A Whole School Approach to Supporting Student Learning Inclusive Practices	Increase use of tier 2 support Increase % of A-C outcomes, semester 1 to semester 2 Students able to articulate learning using the five questions (Sharratt) aligned to preferred future	Facilitating collaboration, inquiry and adult learning (HOC and Student Support Team) (T2-4)

This plan has been developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements for 2019.

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