



Collinsville State School

Annual Implementation Plan 2018

**State and Regional Priorities**State Schools Strategy 2017-2021

Successful Learners
Teaching Quality
Principal Leadership and Performance
School Performance
Regional Support
Local Decision Making

NQR Priorities 2018

Build Principal and other Leaders' capability to facilitate the school improvement model to identify and enact their school explicit improvement agenda in alignment with the State School Strategy
Support Principal and other School Leaders' to build capability of teachers to be proficient in teaching and assessing the curriculum
Develop strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement

School Improvement Priorities 2018

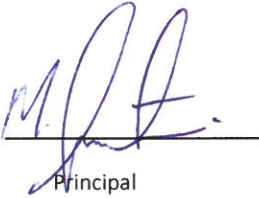
*Improvement priority***Strategy-Systematic Curriculum Delivery**

Actions	Targets	Timelines	Responsible Officer/s
Implement whole school curriculum plan aligned to v8 of the Australian Curriculum <ul style="list-style-type: none"> Review whole school curriculum plan with key stakeholders at regular intervals 	SOS – 100% Staff PD	Initial Phase Term 1 On going	Principal All teaching staff
Continue to implement reading as a whole school priority <ul style="list-style-type: none"> Monitor and review whole school reading process 	40% U2B 100%NMS Yr 3 – 425 MSS Yr 5 – 495 MSS Yr 7 - MSS	On going	Principal, STLaN
Identify writing requirements of V8 Australian Curriculum and draft scope and sequence for Whole School Literacy Plan <ul style="list-style-type: none"> Map writing requirements and expectations of Australian Curriculum from Prep-6. Interrogate writing data. Plan and implement a whole school approach to the teaching of writing using the inquiry model. 	English A->E 90% C or Above	On going	All teaching staff


Strategy –Effective Pedagogical Practice

Actions	Targets	Timelines	Responsible Officer/s
Re-develop School Pedagogical framework <ul style="list-style-type: none"> Update School Pedagogical Framework to include current high-yield, research backed and embedded practices. 	Learning Areas A->E 90% C or Above	On going	Principal, stakeholders
Teachers interrogate and utilise student data to inform teaching on a daily/weekly/term basis. <ul style="list-style-type: none"> Co-plan, co-teach literacy blocks with other teaching staff and principal. Create and maintain school data wall to ascertain student starting points and progression. 	SOS 100% Valued and Supported	5 Weekly cycle Each term	All teaching staff

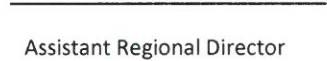
<ul style="list-style-type: none"> • Create whole-school aligned student target and goal setting process. • Create school-wide student feedback and evaluation process. • Interrogate student predictive data and identify students who require support/intervention. 	<p>SOS – Student</p> <p>All students receive regular feedback</p>		
Strategy- Expert Teaching Team			
Actions	Targets	Timelines	Responsible Officer/s
<p>Continue to implement the school and cluster moderation, planning, co-plan, co-teach, observation and feedback instructional leadership model.</p> <ul style="list-style-type: none"> • Align classroom practices from prep-6 • Open feedback between teachers, principal and teacher aides. 	<p>All staff engaged in coaching and feedback process</p>	<p>5 Weekly Cycle Start Term 1</p>	<p>Principal All teaching staff</p>
<p>Staff engaged in meaningful Action Research Inquiry Cycle – Teaching of Writing</p> <ul style="list-style-type: none"> • Key stakeholders working collaboratively to embed a whole school approach to the teaching of writing. 	<p>SOS– 100% Staff PD</p>	<p>Scan and Assess Term 1 Wk10</p> <p>Ongoing</p>	<p>Principal All teaching staff</p>



Principal



P and C / School Council



Assistant Regional Director