

2022 Annual Improvement Plan – Student engagement

Priority	Implementation approach	Implementation activities	Resources	Staff Outcomes	Student outcomes
Increasing student engagement in learning	<ul style="list-style-type: none"> Build capability in school-wide expectations, teaching and practice of expectations, and processes outlined in SCoC Develop a school-wide framework informed by SCoC, Zones of regulation, and Personal and Social General Capability Research and trial signature practices to build 'tool kit' relevant to self-regulation Communicate key messages through classroom and school channels 	<p>Building Capability</p> <ul style="list-style-type: none"> Zones of Regulation (signature practice) Essential skills for classroom management DoE Student learning and wellbeing framework Student Code of Conduct General capabilities of the Australian Curriculum <p>School Wide Framework</p> <ul style="list-style-type: none"> Working group to research, trial signature practices as part of school-wide framework <p>Monitoring</p> <ul style="list-style-type: none"> OneSchool 5 week rolling behaviour and attendance data Individual student case monitoring Executive engagement monitoring meetings followed by sector meetings with guiding questions A-C improvement agenda in English 	<ul style="list-style-type: none"> Scheduled time in staff meetings Scheduled time for Executive Leadership Behaviour monitoring meetings Expected behaviour prepared lessons and Zones of Regulation prepared lessons 4 x TRS Zones of regulation tool boxes resources Budget: \$3,000 (inc TRS) 	<ul style="list-style-type: none"> 90% of teaching staff satisfied with behaviour management: SOS data 80% of support staff satisfied with behaviour management: SOS data Staff recording one behaviour category per OneSchool incident report to ensure clean data Staff familiar with the SCoC including the bullying flowchart processes Staff embed student self-regulation strategies into daily classroom practice to promote engagement in learning and positive relationships. 	<ul style="list-style-type: none"> Increase student attendance data to 95% 98% of students in Green Zone Less than 5% of students in the yellow zone Less than 1% of students in the red zone Students understand their role and responsibilities in relation to the LEARNERS qualities and expected behaviours at EHSS. Increased student engagement in classroom with reduced minor incident One School referrals.

What do we want to see?

- Teachers teaching, and students learning
- Students regulating their emotions in classrooms, with support.

Endorsed by:

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 Jodie Watts, Principal

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 Lauren Thomas, School Council Chair

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 Assistant Regional Director

2022 Annual Improvement Plan – Inquiry pedagogy

Priority	Implementation approach	Implementation activities	Resources	Implementation outcomes	Student outcomes
<p>Increase in students' achieving A or B standards through an inquiry approach</p>	<ul style="list-style-type: none"> Build teacher capability in EHSS inquiry model and teaching inquiry skills Develop HASS units to align with WISER model and make explicit inquiry skills relevant to each unit (Committee members and pilot year levels) Implement select HASS inquiry units in Semester 2 Develop resources to support the implementation of inquiry pedagogy 	<p>Professional Learning</p> <p>Inquiry Committee to develop and critically review</p> <ul style="list-style-type: none"> EHSS inquiry framework EHSS inquiry WISER proforma Develop agreed observation RPR for teacher reflection/feedback <p>Targeted learning</p> <ul style="list-style-type: none"> Deputy and HOD to lead and provide support to teachers in planning inquiry-based HASS units incorporating EHSS LEARNERS attributes Lead professional learning at the start and during the year on inquiry skills and the EHSS WISER Model <p>Monitoring</p> <ul style="list-style-type: none"> Collegial observations and regular walk throughs with RPR Collaborative discussions within year levels regarding implementation of inquiry skills and HASS key ideas by observing each other's practice, student work and reflection upon pedagogy Moderate student evidence to ensure consistency of teacher judgment <p>Coaching</p> <ul style="list-style-type: none"> School support- instructional coaching and teacher peer-peer feedback (using video and in-person modes) 	<ul style="list-style-type: none"> Scheduled time in staff meetings Budget: \$5000 for resources and release time 	<p>Fidelity</p> <ul style="list-style-type: none"> Staff demonstrate increased knowledge and use of HASS inquiry skills and the WISER model Targeted teams' trial inquiry skill instruction in HASS units Staff and students are actively engaging in LEARNERS Staff use EHSS HASS inquiry unit template RPRs used in walk-throughs and reflective conversations <p>Acceptability</p> <ul style="list-style-type: none"> All staff have high agreement for EHSS Inquiry Framework and template 	<ul style="list-style-type: none"> Increased student engagement and thinking in HASS lessons Students can articulate LEARNERS attributes Increased A/B results in select units (Pilot classes)

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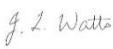
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Priority	Implementation approach	Implementation activities	Resources	Implementation outcomes	Student outcomes
Improving students' English achievement through high-impact strategies	<ul style="list-style-type: none"> • Make assessment visible through success criteria, and 'bump it up walls' for D, C, B and A standards • Document differentiation strategies at the 'unit level' • Conduct moderation practices throughout the teaching cycle • Provide formative feedback to students focussed on 'next steps' in relation to success criteria • Implement synthetic phonics approach in Prep and Year 1 • Explicitly teach reading and writing within each unit, and refer to the relevant RPRs • Implement agreed evidence-based signature pedagogies (Formative Assessment & Feedback and GRR) 	<p>School policy</p> <ul style="list-style-type: none"> • Review Reflective Practice Rubrics (RPRs) – Reading & Writing <p>Professional Learning</p> <ul style="list-style-type: none"> ▪ Recording differentiation at the unit level ▪ Moderation following Before, Throughout, After, After, End Model at both the school and cluster level ▪ Purpose and practice associated with Formative & Summative Assessment ▪ Revisit RPRs – Reading and Writing – to inform reflective practice ▪ Continue PD with P & 1 Teachers – Signature Pedagogy of GRR ▪ Build collegial collaboration and cooperation through shared professional conversations. <p>Monitoring</p> <ul style="list-style-type: none"> • Review approach to BIU walls • Sharing examples of practice within and across sectors • As per Assessment and Moderation Guidelines – review and update as required • Participation in cluster moderation • P/1 progress and use of draft EHSS scope and sequence. • Inclusion of differentiation in unit plans. <p>Case Management</p> <ul style="list-style-type: none"> • Design and implement a case management approach to support data-informed discussions 	<ul style="list-style-type: none"> ▪ Scheduled time in staff meetings ▪ Budget – \$10,000 ▪ Human resources e.g. TAs to create resources to support the program (ongoing budget) ▪ Stationery items ▪ Examples of BIU walls 	<p>Fidelity</p> <ul style="list-style-type: none"> ▪ Students seek and respond to peer and teacher feedback. ▪ Teachers and students engage in the use of BIU walls ▪ English Unit Plans record differentiation practices ▪ P/1 implementation of EHSS Scope & Sequence <p>Acceptability</p> <ul style="list-style-type: none"> ▪ BIU walls are matched to the learning intent and success criteria. Students are involved in building the BIU wall. Examples and non-examples are used. ▪ Majority of staff use RPRs in Reading and Writing to form goals for their APR. ▪ P/1 Teacher survey re: implementation of synthetic phonics approach. 	<ul style="list-style-type: none"> • Greater than 50% students achieving A/B • Greater than 90% Prep students achieving reading level 6 • Greater than 90% Year 1 students achieving reading level 11. • Reduced variance of A-E data between classes through participation in moderation practices. • Increased student engagement with BIU walls and feedback practices. <p>Regional Targets for English:</p> <p>90% of all students A-C (P-2) 55% of all students A-B (P-2)</p>

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