



# Prairie State School State School Annual Implementation Plan 2018



## School Improvement Priorities 2018


*Improvement priority: Improving A-E through explicit teaching of reading and writing in the curriculum.*

<b>Strategy: Individualised learning – Differentiation</b>			
<b>Actions:</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Use and analyse relevant data to identify individual learning/teaching strategies for every student. <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading</li> <li>• Social and emotional</li> </ul>	90% of student improvement in reading writing	Each Term	Principal
Produce an individual student profile for every student using the Prairie model, which identified individualised teaching focus.	Use base line PM, LOA and any NAPLAN Relative Gain 100% student profiles  <i>LOA - 80% C and Above</i> <i>U2B - 30%</i>	At least every 5 weeks	
Collaboratively develop student learning goals for reading and writing in each learning area.		Every Term	
Identify students below, at and above national expectations and develop aspirational targets with accompanying actions at their learning edge.			
<b>Strategy: Systematic Curriculum Delivery</b>			
<b>Actions:</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Trial the Dalrymple P-6 Multi-level curriculum plan based on C2C for all learning areas. Make adaptations for CDSS.	LOA 90% A-C 40% A-B	Begin term 1	Principal
Collaborate with teaching staff, to network for teacher shared timetables, co-planning, co-teaching and moderation.		Term 1 –Term 4 Ongoing	
Collaborate to identify the targeted writing and reading demands of each learning area unit/assessment item.			
Use the literacy continuum and writing elements when planning to inform next steps/strategies			
Identify the assessment data in each learning area/unit to identify teaching strategies to best deliver improved student outcomes.	100% of students receiving weekly explicit feedback		
Develop and implement a school approach that targets how feedback to students can drive improved outcomes and self-regulated students. Includes explicit teaching of an A-E matrix for effort.			

Planning time is allocated for teachers to collaboratively develop a gradual release model for each unit to ensure students are given the appropriate scaffolding or opportunities for extension.	100% staff planning	Each term Ongoing	
Strategy: Expert Teaching Teams			
Actions:	Targets	Timelines	Responsible Officer/s
Plan for regular data conversation meetings for school and cluster staff. Use the cluster developed approach to data conversations.	100% Staff SOS satisfaction PD	Every 5 weeks	Principal
Provide professional development on use of OneSchool, NAPLAN analysis, Class Dashboard, LOA and on identifying strategies that target effective delivery in the curriculum.		Throughout term 1-4 (ongoing)	
Provide professional development on the explicit teaching of reading and writing.		Begin term 1	
Investigate and identify quality pedagogical practices for the teaching of writing and reading and use those to inform co-teaching and feedback cycle.		Begin term 1	
Provide professional development on the literacy continuum and Early Start and how they can be used in the curriculum to improve student outcomes. Focus on reading comprehension and aspects of writing.			
Investigate DET approaches to the teaching of reading and writing.			

## Endorsement

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

  
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 Acting Principal

  
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 P and C / School Council

  
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 Assistant Regional Director

