Prairie State School

Annual Implementation Plan 2020

School Improvement Priorities 2020

Improvement priority: Improving outcomes for all students through explicit personalised teaching of reading and writing in the curriculum.

Strategy: Individualised Learning - Differentiation			
Actions	Targets	Timelines	Responsible Officer/s
Use the inquiry cycle model to develop personalised teaching and learning plans for every student. • Scan and Access student data, Literacy Continuum, Australian Curriculum. • Prioritise and set targets for each student for the next ten weeks of learning. • Develop and plan the next ten weeks of teaching and learning for teachers, teacher aides and students. Set student goals and align to student needs and curriculum. • Act -Teach, monitor and assess students, co-teach, observe, model, feedback and moderate. • Review during and at the end of the ten-week term, against student targets and priorities. Use base line PM, LOA and any NAPLAN Relative Gain, Literacy Continuum • Begin next cycle.	Maintain 100% at cluster level or above – Literacy Continuum. Maintain 50% A and B.	Every Term	Principal
Continue to trial and embed the Dalrymple Cluster P-6 curriculum plan, moderation plan, pedagogical framework and whole school approach to differentiated teaching and learning, contextualise for Prairie State School.		Begin Term 1	Principal
Use the general capabilities and local community partnerships to contextualise the curriculum delivery, enhancing opportunities for students and celebrate successes and achievements.		Each term	
Collaborate to identify the targeted writing and reading demands of each learning area unit/assessment. Use the Australian Curriculum, literacy and numeracy continuum and writing elements when planning to inform next steps/strategies.			

Strategy: Building Expert Teaching Team			
Actions	Targets	Timelines	Responsible Officer/s
Build staff capabilities to use the inquiry cycle to personalise learning at school for each student.	100% at cluster level or above – Literacy Continuum. Maintain 50% A and B.	Each term	Principal
Provide professional development: In partnership with the cluster and the Reading/Writing Centre on: Reading and Writing and the literacy demands of the curriculum, the Literacy Continuum and Moderation. Collaborative weekly book study on writing, with Cameron Downs including principals, teachers and teacher-aides.		Throughout Term 1-4 ongoing	
Develop protocols for observation, coaching and feedback, between teachers, teacher-aides and principals at Cameron Downs and Prairie State Schools, with a focus on Reading and Writing in the curriculum.		Semester 1	

Endorsement

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

Principal	P and C / School Council	Assistant Regional Director