



# Indooroopilly State School

## Annual Implementation Plan 2017



### School Improvement Priorities 2017

#### Improvement priority- Reading and Writing

Strategy- Aboriginal and Torres Strait Islander Reading- Year 3			
Actions	Targets	Timelines	Responsible Officer/s
2 – Students both are currently achieving at or above AC satisfactory rating.	100% Year 3 ATSI students meet NMS	Semester 2	<b>HOC Master Teacher DP 3-4 STL&amp;N</b>
Strategy – Reading			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>Explicit instruction</b> of English; Modelled; Guided and Independent reading. Ensuring all elements of reading – comprehension, decoding, fluency and vocabulary are taught <b>Teachers:</b> during planning sessions teachers actively engage with criteria sheets of English Task to draw down the sophisticated reading behaviours required for students to be operating in the U2B of the task. Teachers plan explicit lessons to teach to the higher order skill set required.</p> <p><b>CAFÉ</b> Model can support the teaching of reading – towards the English task</p>	Year 3 Reading U2B 80% NMS 100%	Semester 1 & 2	<b>HOC Master Teacher DP Team STL&amp;N</b>
<p><b>Explicit instruction</b> of English; Modelled; Guided and Independent reading. Ensuring all elements of reading – comprehension, decoding, fluency and vocabulary are taught <b>Teachers:</b> during planning sessions teachers actively engage with criteria sheets of English Task to draw down the sophisticated reading behaviours required for students to be operating in the U2B of the task. Teachers plan explicit lessons to teach to the higher order skill set required.</p> <p><b>CAFÉ</b> Model can support the teaching of reading – towards the English task</p>	Year 5 Reading U2B 65% NMS 100%	Semester 1 & 2	<b>HOC Master Teacher DP Team STL&amp;N</b>

Strategy- Writing			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>Explicit instruction</b> of English; Modelled; Guided and Independent writing. Ensuring all elements of writing – audience and purpose, internal structure, theme/ideas, Mechanics, Vocabulary and Sentence Fluency are taught <b>Teachers:</b> during planning sessions teachers actively engage with criteria sheets of English Task to draw down the sophisticated writing behaviours required for students to be operating in the U2B of the task. Teacher plan explicit lessons to teach to the higher order skill set required. Teachers will not engage in writing on demand. Writing for a purpose and feedback on writing in a timely manner will support the teaching of writing.</p> <p><b>VOICES</b> Model can support the teaching of writing – towards the English task</p>	<p>Year 3 Writing U2B 67% NMS 100%</p>	<p>Semester 1 &amp; 2</p>	<p><b>HOC Master Teacher DP Team STL&amp;N</b></p>
<p><b>Explicit instruction</b> of English; Modelled; Guided and Independent writing. Ensuring all elements of writing – audience and purpose, internal structure, theme/ideas, Mechanics, Vocabulary and Sentence Fluency are taught <b>Teachers:</b> during planning sessions teachers actively engage with criteria sheets of English Task to draw down the sophisticated writing behaviours required for students to be operating in the U2B of the task. Teacher plan explicit lessons to teach to the higher order skill set required. Teachers will not engage in writing on demand. Writing for a purpose and feedback on writing in a timely manner will support the teaching of writing.</p> <p><b>VOICES</b> Model can support the teaching of writing – towards the English task</p>	<p>Year 5 Writing U2B 35% NMS 100%</p>	<p>Semester 1 &amp; 2</p>	<p><b>HOC Master Teacher DP Team STL&amp;N</b></p>

### *Improvement priority – Theories of Action (Curiosity & Powerful Learning)*

Strategy- Theory of Action- Connect Feedback to Data			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>Teachers-</b> Engage in PD on Analysing Data (eg: Guttman Analysis; ZPD). Use data to provide specific feedback to students. Reflect on their feedback's effectiveness within peer triads. Track and store data for easy/effective access. <b>STL&amp;N; DPs; MT; HOC-</b> Source and present PD (OneSchool; ZPD etc). <b>Principal/ DP -</b> Monitor the precision with which this theory of action is implemented. Data conversations with teachers.</p>	<p>100% of teachers engage in case studies conversations regarding five students in each class.</p>	<p>Case Study conversations- 1/ Term  Semester 2</p>	<p><b>School Improvement Team: DPs; MT; HOC: Principal:</b></p>

Strategy- Theory of Action- Commit to Assessment for Learning			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>Students-</b> Can articulate learning goals and criteria to meet them. <b>Teachers-</b> Engage in PD on Learning Goals and Gathering Evidence/Assessment. Utilise pre and post-tests where appropriate. Display artefacts in classrooms to serve as a prompt/ reminder. Establish Learning Goals and track individual student progress. Provide feedback on student performance and adapt instruction to meet identified needs. Reflect on their application of this theory, through participation in peer triads. <b>MT; HOC; STL&amp;N ET; GO-</b> Source and present PD. Model and support practice in the classroom. <b>Principal/DP-</b> Monitor the precision with which this theory of action is implemented- walkthroughs and instructional rounds.</p>	100% of teachers engage in peer coaching triads.	Semester 2	<p><b>School Improvement Team: DPs; MT; HOC; Principal:</b></p>
Strategy- Models of Practice			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>Teachers</b> engage in PD on Model 3: Whole Class Teaching Model and make links with the 'Explicit Teaching' focus in our Consistent Teaching Protocols. Teachers observe others and reflect on their own 'Whole Class Teaching' practices within the Peer Observation process.</p>	100% of teachers apply modules of practice to Maths and English.	Semester 1	<p><b>School Improvement Team: DPs; MT; HOC; Principal:</b></p>
<p><b>Teachers</b> engage in PD on Model 1: Co-operative Group Work Model and explore ways to use this model to facilitate 'inquiry learning'. Teachers observe others and reflect on their own 'Co-operative Group Work' practices within the Peer Observation process.</p>	80% of teachers engaging in cooperative group work model.	Semester 2	<p><b>School Improvement Team: DPs; MT; HOC; Principal:</b></p>



*Improvement priority- Theories of Action (Curiosity & Powerful Learning) continued.*

Strategy- Peer Coaching and External Quality Assurance Process			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>STRATEGIES AND SUCCESS INDICATORS:</b>  <b>Teachers:</b> Participating in PD about low inference observations. Recording reflections on pedagogical challenges and learnings, revealed through each peer observations cycle (journal or app.) Feedback to line manager/ sharing learnings from peer observation cycles with colleagues. Triad focus relates to TOAs explored in 2017.  <b>SIT:</b> conduct of an external audit of degree of traction of TOAs within Indooroopilly State School's teaching and Learning.</p>	<p>Participation in a minimum of 8 cycles in 2017 (two per term).</p> <p>Shift in take up is evident within audit outcomes.</p>	<p>Terms 1,2,3 &amp; 4</p> <p>End of Term 3, 2017.</p>	<p><b>School Improvement Team: DPs; MT; HOC; Principal:</b></p> <p><b>Cluster C&amp;PL principals.</b></p>
Strategy- Theory Of Action- Frame Higher Order Questions			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>STRATEGIES AND SUCCESS INDICATORS:</b>  <b>Students-</b> Apply question stems to create questions. <b>Teachers-</b> Engage in PD on higher order questions (Bloom's Taxonomy). Display artefacts in classrooms to serve as a prompt/ visual reminder. Adapt the practice of using higher order questions and allowing thinking time. Monitor use of higher order questions and reflect within peer triads. Planning documents reflect evidence of higher order questions. <b>ET/ MT/ HOC-</b> Source and present PD on higher order questions. Work collaboratively with teachers to generate a set of question stems.</p>	<p>80% of teachers are planning quality questions prior to lesson delivery.</p>	<p>Semester 1</p>	<p><b>School Improvement Team: DPs; MT; HOC; Principal:</b></p>
Strategy- Theory Of Action- Emphasise Inquiry Focused Teaching			
Actions	Targets	Timelines	Responsible Officer/s
<p><b>STRATEGIES AND SUCCESS INDICATORS:</b>  <b>Teachers-</b> Participate in PD on fertile questions. Can describe inquiry focused teaching at ISS. Engage students through the use of fertile questions. Audit lessons for inquiry focus- reflect in peer triads. Planning documents reflect inquiry focus. <b>MT; HOC; ECT-</b> Lead a collaborative process to define inquiry focused teaching at ISS. Resource PD on inquiry focus and fertile questions. Model and support practice in the classroom. <b>Principal/ DP-</b> Monitor the precision with which this theory of action is implemented - classroom walk-throughs/ instructional rounds.</p>	<p>100% of teachers are an inquiry framework to plan science units each term.</p> <p>100% of teachers are conducting a maths investigation each term.</p>	<p>Semester 1 and 2</p>	<p><b>School Improvement Team: DPs; MT; HOC; Principal:</b></p>

## Endorsement

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



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A/ Principal



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P and C / School Council

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Assistant Regional Director