



# Mount Gravatt East State School Annual Implementation Plan 2018

## School Improvement Priorities 2018

### Improvement priority 1.

By the end of the 2018 the teachers will be deliberate in shaping the learning for students so that they can articulate and respond to the requirements of English through the intentional use of rich and rigorous A exemplars so that 80% students in P-6 receive C or Higher

**Strategy:** Develop whole school curriculum plan & complimenting SARF; GTMJ, Success Criteria, Assessment Tasks, Moderation, Planning processes/templates.

Actions:	Targets	Timelines	Responsible Officer/s
Unpack reading demands of English unit plan to design reading activities/groupings	4 English Units	Term prior to commencement	HoC
Collaboratively in teams (Teachers, Teacher aides, Support staff) develop English units using high interest, current resources,	Min 4 English units on G drive	Term prior to commencement	HoC
Created A and C Exemplar, annotations (Anchor charts, labels, checklists, scales, bump it up)	4 English Units	1 per Term/English Unit	HoC
Planning days per term in whole teams	80% SOS	1 per term	Principal
Bank of assessments on G drive	100% Year Levels/English units	Sets per Unit/Term	HoC
Anchor charts, annotations, large GTMJ visible in classrooms	80% students can articulate 5 Qus	Per unit	HoC
Moderate on-going collection of evidence towards task	C or higher	3 x per term	Lead Teachers
Collaborate with cluster schools for moderation	<10% adjustments	2 per year	Principal

**Strategy:** Student SOS will reflect 90% or higher, on how to improve their work, through ongoing deliberate descriptive feedback and goal setting in English.

Actions	Targets	Timelines	Responsible Officer/s
Revisit, through sharing best practice, modelling, co-teaching highly effective Teaching practice of Explicit Instruction for staff (Teachers and Teacher Aides): emphasis on Checking for Understanding CFU	EI Lesson plans Each unit	2 Staff meetings per term	Principal
Plough back strategy videos shared with teams (used for induction mentoring and celebration).	Bank on G Drive. Induction package	End of 2018	Principal
A and C exemplar are co-constructed and unpacked in conjunction with GTMJ and assessment task at the beginning of English Unit.	100% classes	Term 1-4	HOC
During planning, feedback labels, checklists, criteria sheets are developed to reflect the success criteria, teaching and learning for each weeks WALT in English.	Feedback for every week WALT.	Term 2, 3, 4.	HOC

**Strategy: 100% Teachers use deliberate tiered questions for differentiation in classroom activities.**

Actions	Targets	Timelines	Responsible Officer/s
Team identify students in the engage/at/extend for Teacher and TA's.	Data walls/sets / case management D+ ->C	Week 3 each Term	Lead Teachers
Physical environment : engage / at/ extend	Kagan Seating arrangements, floor seating plans, Questions and differentiated tasks/QU	Term 1-4	Principal
PD for all staff: QAR/BLOOMS/TDQ & Critical Thinking	100% staff trained	Sem 1 = Teachers Sem 2 = TAs	Principal Maria Berriman
A collaborative consensus: Lead Teachers & HOC to support through feedback in classrooms to teachers and aides	2/term	Term 2,3&4	Principal HOC

**Improvement Priority 2.**

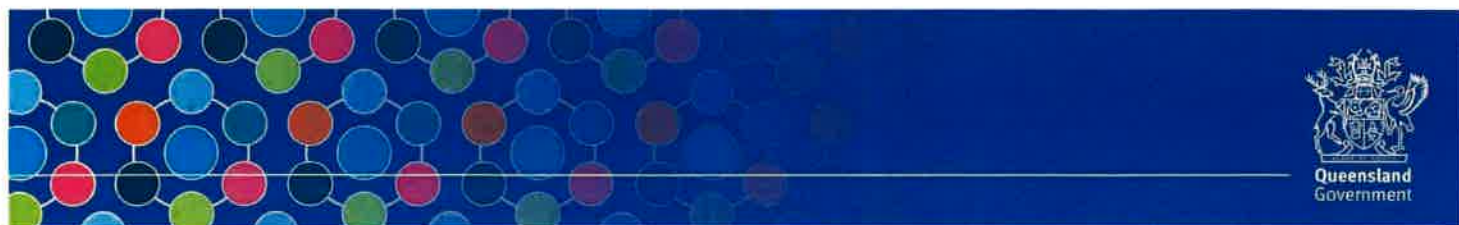
*In 2018, staff will focus on wellbeing of self and others for the improvement in overall academic, emotional and social success.*

**Strategy: PBL**

Actions:	Targets	Timelines	Responsible Officer/s
Strengthen Tier 1 processes & Procedures throughout school	100% classes /Staff	T1-4	Anne Phan
Tier 2 Coach supporting PBL Tier 1 Mentor/Co-ordinator	Fortnightly meetings	T2->	Karen McPhee
Review PBL & RBP4S to align, consult, create, publish, induct, enact, and review.	Complete and published PBL+RBP4S	T2	Principal
Extend Zones of Regulation into classrooms	100% classes ZOR	T1234 daily	Principal

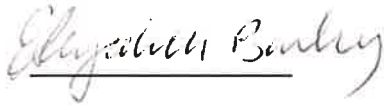
**Strategy: Wellbeing Support**

Actions:	Targets	Timelines	Responsible Officer/s
Employ Guidance Officer and Wellbeing Teacher Aide to support emotional and welfare wellbeing of identified students case managed.	Increase case management team of support by 25%	T1234	Principal
Lunch time social engagement activities.	Identified students/groups 25% reduced Lunch Time Referrals/RTRS	T234 Mon Tues Thurs Fri	Guidance Officer, Wellbeing Teacher Aide and Chaplain
Alternative Supervised Lunchtime spaces and activities	50% reduction in T2/3 Students referrals to RTR	Daily	SEPT
Visual and verbal support from leadership team for self-care, work life balance, designing activities for celebration, humour and networking. Clear tight goals and action plans for each Team P1, 2-3, 4-6 lead by Lead teacher.	Reduced sick leave. 90% or higher SOS 'that this is a good school'	2 x term	WHSW Committee Lead Teacher Principal BSM

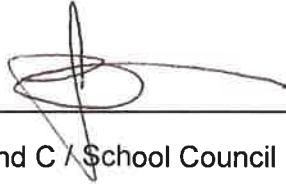


## Endorsement

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