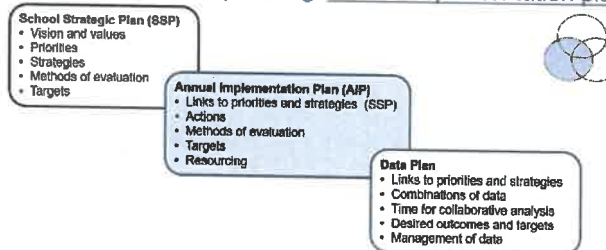


NCR Leadership Challenge
Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.

St Helens State School Annual Improvement Plan 2022

**Key Improvement Priority –
Implementation of the Australian
Curriculum with a focus on
Pedagogical Practices**

School performance planning: Annual implementation plan



NCR Leadership Challenge

Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

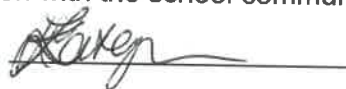
Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress
Every Student Succeeding	Every school delivering the Australian Curriculum with fidelity	English Achievement P-2 - 78 A-C; 43% A-B P-6 - 87 A-C; 49% A-B	English Achievement P-2 - 80% A-C; 45% A-B P-6 - 89% A-C; 51% A-B	English Achievement P-2 - 82% A-C; 47% A-B P-6 - 92% A-C; 53% A-B
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline	6 Month progress	12 Month progress
All children making a great start	Every child engaged in high quality learning Every OOHC child, every child with a disability case managed to Prep. Every OOHC has an ISP in place within four weeks of enrolment Decrease the number of Prep students receiving an SDA by 50% Decrease the number of SDAs where possible	English Achievement ATSI 80% P-2 A-C ATSI 97 % P-6 A-C SWD 69 % P-2 A-C SWD 75% P-6 A-C OOHC 100 % P-2 A-C OOHC 100 % P-6 A-C 0 SDA's in Prep 6 SDA's Yr 1-6	English Achievement ATSI 70% P-2 A-C ATSI 99 % P-6 A-C SWD 71% P-2 A-C SWD 77 % P-6 A-C OOHC 100% P-6 A-C OOHC 100% P-6 A-C 0 SDA's Prep < 10 SDA's Yr 1-6	English Achievement ATSI 75% P-2 A-C ATSI 100% P-6 A-C SWD 73 % P-2 A-C SWD 80 % P-6 A-C OOHC 100 % P-2 A-C OOHC 100 % P-6 A-C 0 - 2022 Prep SDAs < 10 2022 SDA's Yr 1-6
Every Student Succeeding	Leadership Challenge: <i>Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability</i>	1 Marker students per term per class	2 Marker students per class improving	4 Marker students per class improving
	Leadership Challenge: <i>Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.</i>	Number of Teachers 14	Number of Teachers. 16	Number of Teachers 18

Endorsement

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



Principal



P and C / School Council



Assistant Regional Director



The 2022 Key Improvement Priority of **St Helens State School** will be led through actioning the key focus areas.

Focus PERFORMANCE <i>lifting the performance of each child and student in our state schooling system.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	At the end of each term, A – E achievement data for English and Mathematics is collected inclusive of all student groups. Teachers transfer end of term results to the achievement data ladder to monitor/review progress to inform next unit of work Prior to M1 taking place, a collaborative whole school analysis of A – E data is planned to identify number of students achieving a C or better for English and progress toward AIP target inclusive of all student groups. Every class teacher identifies two marker students for 'lift' to next achievement level – one of the marker students to be from a student group.	Each term	Data Plan I4S Budget	Leadership Team Teaching Staff	
	Leadership team maintain line of site of marker student progress through weekly visits to classrooms using the 5 questions to ascertain learning progression	Each Term	Sharratt 5 questions	Leadership Team	
	Teacher 'hand over' meetings to share knowledge about individual students – identifying ATSI, OOHC, SWD.	PFD – Term 1	Time allocation – PFD.	Deputy Principal	Completed
	Fortnightly 'red flag' meetings to identify and monitor 'at risk' students.	Fortnightly	Meeting planner-fortnightly	Principal/ GO	In place - ongoing
	Targeted intervention – speech/language Targeted intervention – explicit teaching phonemic awareness/phonics	Weekly	I4S - Learning support teacher – 3 days	Deputy Principal/ Learning support teacher	In place - ongoing
	Targeted intervention - reading	Weekly	I4S Funding	Deputy Principal	In place - ongoing
	Classroom TA support – literacy/numeracy	Weekly	14S Funding	Deputy Principal	In place - ongoing

	Transition for next prep students commences Term 2 through service visits, promotion of open days, case management	Term 3 Term 4	14S Funding	Leadership Team Prep staff	
Focus TEACHING <i>a focus on the capability and capacity to enact a deep understanding of the P12 CARF.</i> <i>Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Teachers participate in M1 at the end of each term and M2 during Week 5.	End of term & Week 5	14S funding – Teacher – (3.5 days x 15 teachers)	Principal/Deputy Principal	In place - ongoing
	Every teacher delivering the Australian curriculum in classrooms using the 3 levels of planning within the whole school CARP.	Every day	CARP	Deputy Principal	
	Review the CARP each semester to audit the enactment of level 1 planning	End Semester 1 and 2	ARP CARP Audit tool	Deputy Principal	
	Every classroom has a Bump It Up and learning wall with minimum expectations of A, B, C samples of student work aligned to the GTMJ for the current term English unit to build alignment of whole school pedagogical practice. Teachers to work collaboratively with students to develop these each term.	Developed each term	PD provided on PFD.	Principal/Deputy Principal	In place - ongoing
	Teachers participate in meetings every 3 weeks to engage with Collaborative Assessment of Student Work (CASW) - identifying 'next steps, sharing high yield strategies and tracking 'marker student' progress.	3 week intervals	Staff meeting planner – time allocation	Principal/Deputy Principal	In place - ongoing
	Implementation of the Whole School Approach to teaching phonemic awareness and phonics using Explicit Directed Instruction and multi-sensory pedagogical practices. Tracking of student phonics/phonemic awareness progress each term to inform levels of support required.	Term 1	Scope & Sequence Lesson structure/ pedagogy to follow from Lit Coach PowerPoints Learning Support Teacher & TA support (I4S Funding)	Principal/Deputy Principal	
	Design & Digital technology skills taught by specialist teacher providing 'Collaborative Learning Time' for class teachers.	Weekly – 45 minutes per class.	3 days per week. (I4S Funding)	Principal	In place - ongoing
	Provide additional time for CT to deliver the curriculum by increasing specialist teacher time & subject coverage. CT to teach English, Maths, Science, HASS, Vis. Arts Health/PE – increase to 1hr per week	Term 1	Additional time for PE from Day 8 staffing allocation.	Principal	

	Music – also teaching Dance, Drama & Media Art.				
Focus CAPABILITY <i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Data wall conversations – time allocated for classroom teachers/admin every 5 weeks.	Wk 5/10 each term.	Data collection - timetabled/prepared	Principal Deputy Principal	In place - ongoing
	CCE – Walkthroughs/ lesson observations/watching others work.	Alternating each term.	Collegial Engagement Policy	Principal/ Deputy Principal	In place - ongoing
	Strengthen links between Special Education Staff and Learning Support Staff working collaboratively.	Weekly	Office space – HQ Meeting time Teacher and TA support to implement intervention plan using existing staffing model.	Principal	In place - ongoing
	Seek feedback from Scan & Assess team on inclusive practices across the school and target PD following receipt of recommendations.	Term 2	ARD commissioning approved.	Principal	
	Continue to upskilling of current teaching staff & TA's through PD with a particular focus on lower school literacy improvement.	Term 2	Partial funding 14S & carry over from 2020 & Lit/Numeracy intervention	Principal	
Focus PARTNERS <i>fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Lyn Sharratt work – learning and sharing with schools in Network 9.	Each Term	Regional support – Lynn Sharratt project. Funding – Lit/numeracy Professional Development School Funded TRS days x 10	Principal	In place - ongoing
	Indigenous Perspectives – Deadly Choices Program provided for students in Year 4 -6.	Term 1 Ongoing	NIL	Principal	

	Links with local Butchulla elder & Butchulla Rangers – development of Yarning Circle		Signage – Butchulla Lores & Yarning Stick protocols (Indigenous Education Funding)	EST – Indigenous Support	
	Playgroup program delivered in collaboration with Good Start Early Learning Centre in Maryborough	Ongoing	Playgroup budget + Youth Co-ordinator funding (IPS)	Principal	
Focus WELLBEING <i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	PBL – explicit teaching of behaviour, positive reinforcement of expectations.	Daily	PBL Committee Funding - IPS	Deputy Principal	In place - ongoing
	Reboot – explicit teaching of social/emotional skills	Daily	PBL Committee Funding - IPS	Deputy Principal	In place - ongoing
	Provide individualised support – ‘Anglicare Wellbeing Group.’	Term 1	GO - Anglicare	GO/Principal	
	Employing Youth Co Ordinator to support student wellbeing & engagement, social skills program & connect with community.	Term 2	IPS – 5 day fortnight	Principal	Ongoing
	Collaborative connection between GO, Youth Co-ordinator and School Chaplain to develop programs and support student wellbeing.	Term 2	Meeting times to be established	Principal/GO	
Focus INCLUSION <i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Special Education Staff and Learning support staff working collaboratively with classroom teachers – Pre,mid & post moderation, planning & assessing.	Each term	Planning days Case meetings CASW meetings	Principal/Deputy Principal	In place - ongoing
	Access AVT’s – Autism Coach, School nursing services, AVT PI and Inclusive Education.	As required	Regional Support	Principal/ Special Education Teacher	In place – ongoing
	Release CT & learning support teachers for ICP meetings.	Each semester	Lit/numeracy intervention	Deputy Principal	In place – ongoing
	Seek feedback from Scan & Assess team on inclusive practices across the school.	Term 2	ARD commissioning approved.	Principal	