



# SEVEN HILLS STATE SCHOOL

## ANNUAL IMPLEMENTATION PLAN 2022

### Focus: Improving A-C English Achievement for ALL Students - 94% A-C, 70% B-A

	Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
Strategy: Build teaching mastery through cultivating a collaborative learning culture.	Engage in detailed moderation processes before teaching and assessing English units.	100% of class teachers		Engage in impactful conversation and moderation processes, pre & post.	Model collegial engagement. Facilitate structured moderation. Shared responsibility / accountability.
	Collaborate with cluster school in English moderation processes, to improve understanding of year achievement standards and consistency of A-C data.	100% of teachers engage in external moderation for English in 2022		Intentionally collaborate with teachers from MSS & CHSS to validate English A-C data for identified assessment tasks.	Develop productive partnerships with local schools and empower teachers to expand upon their professional learning community.
	Utilise Early Start and Literacy Continuum to plan targeted teaching.	100% Prep Early Start, Literacy Continuum Targeted Year1&2	Goal setting using cluster behaviours.	Concise and streamlined data used to inform planning and educational adjustments for students.	Analyse and interpret data sets to determine resourcing, and identify cohort trends.
Strategy: Implement an academic student case management approach.	Prioritise time for teachers to meet to discuss student work and the expected achievement standards.	100% engagement of Teachers (3 per term) External moderation (Semester)	Students use success criteria to guide reflection and improvement.	Fortnightly year level meetings. Teaching Learning Conversations. External moderation.	Provide opportunities for intentional collaboration. Networking with cluster schools.
	Build data literacy of teachers to use disaggregated student performance data to intentionally plan for all students.	100% of teachers engage in data conversations with colleagues and Leadership Team. ↑ Teachers capability	Individualised goals. Student utilises Learning Walls. I can statement/s. Respond to 5 key questions (Sharratt).	Marker students and Personalised Learning Records. Targeted feedback using co-construct Learning Walls. Respond to 5 key questions.	Monitor precision of teaching and impact on academic achievement. Learning Walks 5 questions. Prioritise an inquiry approach to lead student improvement.
	Positively impact the academic success of identified students.	94% A—C in English ↑ NCCD A-C & marker students	Utilise learning pathways. Experience success.	High expectations for learners. Reasonable adjustments before and during moderation phases.	Provide support for actions and facilitate guiding questions for collaborative conversations.

*We empower learners to be creative and critical thinkers who value collaboration, communication and diversity.*

## Focus: Prioritising Social Emotional Learning to lift student engagement.

Strategy: Aligning academic, behavioural, social and emotional wellbeing to lift learning outcomes.	Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
	Implementation of whole school Social Emotional Learning program	100% ↑attendance for identified students 100% Zones of Regulation	Common Language Self-regulate using strategies Reflecting on their well-being	Explicit teaching of Social Emotional Learning. Intentional collaboration with year level peers. Tier 1 Support.	Lead school culture that values and enacts explicit teaching of SEL.  Build teacher capability and collaborate with external agencies.
	Engaging students in Age Appropriate Pedagogies to ensure range and balance of delivery to cater for different learning styles.	Evident in teacher planning.  ↑SOS School Culture ↑SOS Teaching & Learning	Student agency. Creative and critical thinking. Collaborative and active engagement in purposeful learning.	Implementing Inquiry based learning. Range and balance of teaching approaches. Scaffolding. Supporting students learning	Modelling and enacting school vision.
	Partner with parents/carers, external agencies to support vulnerable students.	↑attendance for identified students ↑partnerships	Reduced school refusal and an increase in engagement.	Model and imbed social emotional development strategies. Engage with student to develop connection with class and peers. Seek support from Leadership Team to extend resources.	Build the capability of all school staff to support the social and emotional wellbeing of students.  Ensure each student's individual needs are identified and supported and reasonable adjustments are made.

Endorsed by:



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