

# SEVEN HILLS STATE SCHOOL ANNUAL IMPLEMENTATION PLAN 2023



## Focus: Knowing & Growing Students

*Knowing each student's learning progression is essential for building positive educational outcomes, with every student achieving progress and realising their potential.*

**Strategy:** Strengthen teacher capability in designing and implementing appropriately challenging classroom activities in English and Maths to ensure all students, including high achieving students, are engaged and stretched in their learning.

Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
Build teacher capacity to plan for differentiation, implementing Age-Appropriate pedagogy (P-2) and documenting reasonable adjustments to increase student engagement and learning growth each year.	Maths A-C- 95%, A-B 75% English A-C 95%, A-B 75%  English (Fist Nation Students) -Yrs. 1-2 ↑ A-C 15%, ↑ 15% AB -Yrs. 3-6 ↑ 10% AB  English NCCD -Yrs1-2 85% A-C; 50% A-B -Yrs. 3-6 15 ↑ A-B	Individual goal setting using Literacy Continuum & Numeracy Continuum cluster behaviours.  P-2 students engaged in learning that reflects AAP characteristics.	Engage in impactful TLC conversations regarding data, observations, and utilise the moderation processes to inform pedagogical strategies and delivery.  Document differentiation within planning. Use data informed practices and evidenced based strategies to shape curriculum planning and delivery.  Implement sequenced approach to teaching of phonics.	Model collegial engagement. Facilitate structured moderation including cluster moderation opportunities. Shared responsibility / accountability for teaching and learning.  Analyse and interpret data sets to identify cohort trends and determine resourcing.  Empower the team to respond to cohort needs and celebrate success.

**Strategy:** Implement Academic Case Management Approach

Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
Implement an Academic Case Management Cycle (embedded in TLC's) to build focus for student improvement including academic progression.	100% of class teachers identify marker students B-A, D-C targeted students. 6-8 students identified for case management per year level.	Know and understand the learning intent and success criteria. Identify next steps in their own learning. Co-construct Learning Walls.	Monitor and track student data and schoolwork to ensure each student is stretched to reach their potential (Learning edge). Participate in professional collaboration with year level colleagues. Maintain data sets appropriate for student progress. Manage support provided through a variety of strategies. Cluster moderation to validate English A-E.	Develop protocols for dialogue. Support teaching staff through the process of Academic Case Management. Analyse and discuss data and progress data literacy and effective pedagogical strategies with teaching colleagues. Develop productive partnerships with local schools and empower teachers to expand upon their professional learning community.

## Focus: Fostering Engagement & Wellbeing

*Focus on the wellbeing of all members of the school community, creating a sense of belonging, and positive supportive environment in which to teach and learn.*

**Strategy:** Design and deliver meaningful pathways for every student to lift learning outcomes and build purpose and motivation for learning.

Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
<p>Create opportunities for students to engage in meaningful and relevant learning that aligns with their individual needs, unique strengths and goals.</p> <p>Support transitions at key junctures (<i>Strong Start/Building on Foundations</i>)</p>	<p>100% students have learning goals (English &amp; Maths) PLR's for identified students SOS ↑ <i>I am interested in my schoolwork. 84.5% to 90%</i> <i>Develop Transition to School Plan</i></p>	<p>Discuss personalised learning and respond to 5 Sharratt questions. Work Collaboratively Evidence of Self-directed learning, assistive technology.</p>	<p>Know each student and understand what works best for them. Differentiated support, implementing reasonable adjustments. Encourage risk taking; collaboration; recognition of diversity; using a variety of groupings, resources and pedagogies. Communication between home and school</p>	<p>Regular Walks and Talks Differentiated Professional Development for teacher and teacher aides in Age-Appropriate Pedagogy. Professional Learning Teams participating in Professional Development e.g. QUT-X WOW time resourced.</p>

**Strategy:** Build the foundation for learning and citizenship by promoting strategies to develop creative and confident learners who relate to others, demonstrate independence, and show resilience.

Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
<p>Develop pedagogical repertoire for trauma informed practice to be implemented universally across the school.</p>	<p>100% participation in PD Term 4 Trauma Aware School Trauma Plan developed by end of Term 4 ↑ improved attendance of identified students</p>	<p>Authentic opportunities to actively participate in their own learning. Students are empowered and feel connected.</p>	<p>Staff use a strengths-based approach to maintain an unconditional positive regard for all students. Staff are aware of any specific scripting and responses to individual students. Positive classroom relationships are fostered to create connectedness and sense of belonging Teachers using social, personal capabilities.</p>	<p>Trauma informed PD Regional partnerships PLT Engage external consultant – Reboot Tiered Response to Trauma Analysis of Tier 2,3 behaviour</p>

## Celebrating Diversity, Equity and Inclusion

*Value the diversity of staff, students and community to create an environment that is culturally responsive, equitable, inclusive and welcome.*

**Strategy:** Acknowledge, embrace and reflect culture of inclusion, by deepening our learning and understanding of First Nations People and cultural diversity within our classrooms.

Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
<p>Embrace a culture of inclusion, by deepening our learning and understanding that everyone is unique.</p> <p>Build connections with our local families to respectfully integrate their perspectives into our school environment.</p>	<p>100% Teachers complete We all Belong Module Celebration of culturally significant events within our community, including families, staff and students. SOS ↑ <i>I feel accepted by other students at my school. 82.9% to 88%.</i></p>	<p>100% of students involved in celebration days for diversity Authentic opportunities for students to connect their culturally significant events within the school environment. Students feel connected, valued and empowered.</p>	<p>Staff are informed of and act in compliance with, the Inclusion Policy and associated EQ documents. Staff engage in professional conversations around inclusive practices and embracing diversity in their classrooms. Staff know their students and support their sense of belonging to create connectedness.</p>	<p>Create a school based PLT around supporting First Nations students and community members. Provide on-going learning opportunities around First Nations people and cultural diversity at our school. Professional learning on Inclusion Policy and associated documents.</p>

**Strategy:** Create a culture of belonging, where everyone feels welcome and has the opportunity to reach their potential, inclusive of culture, ability, and identities.

Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
<p>Develop inclusive and collaborative learning spaces to deepen learning and promote engagement.</p> <p>Provide all students with regulation spaces, tools and explicit teaching of self-regulation.</p> <p>Targeted use of human resources to be planned and implemented to ensure all students have the opportunity to reach their potential.</p>	<p>Improved attendance</p> <p>Increased time in class actively engaged in learning.</p> <p>Targeted support for students using MTSS and based on changing needs of classroom.</p> <p>100% rooms have chill out/regulation spaces.</p>	<p>Supported in classrooms</p> <p>Improved self-regulation (reduction in behaviours recorded on OS)</p> <p>Progress along the Personal and Social Capabilities continuum.</p>	<p>Class Teachers manage aides for allocated time in their class. Allocation of TA time is documented with information collected around intervention provided and to who.</p> <p>PL records updated termly to reflect the changing supports and needs in class.</p> <p>Explicit teaching of regulation and chill out spaces to all students.</p> <p>Positive classroom culture is created that encourages students to use self-regulation strategies and tools when needed.</p>	<p>Provide on-going learning for the development and understanding of student diversity for all staff.</p> <p>Provide resources and training to teachers for the construction of chill out spaces in every room.</p> <p>Facilitate all staff to provide a tiered intervention approach to supporting students in their classrooms.</p>



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