

Ipswich East State School Annual Implementation Plan 2022

School Improvement Priorities 2022



Improvement priority: Culture

- 12 Month Success Criteria:**
- All staff will actively use collaboratively developed agreed practices
 - Students can articulate SOAR and Zones (Identify, identify first steps in process, explain what they look like, sound like, feel like)
 - Consistent signage, metatagline and practice across the school
 - The Ipswich East Way: Culture for Learning' document as a point of truth for all staff members outlining the agreed practices
 - Leaders are able to articulate and demonstrate consistency of practice when engaging with class visits for 'Point of Truth' observations
 - Implementation of the Student Code of Conduct and Whole School Approach to Discipline at Ipswich East State School

- Measures:**
- Daily incident rate decline on a monthly basis/Increased positives Student Behaviours
 - Percentage drop/ reduction in minor major incidences for each month compared to the previous year. Decrease behaviour incidences from 2019 and 2020 (2019: Major: 10.02, Minor: 5.70, 2020: Major: 7.15, Minor: 8.64, 2021: Major: 8.65, Minor: 7.89)
 - 100% of classrooms have participated in Leadership/ Behaviour Support Teacher Observations/ Walk throughs (collaboratively constructed) – First Ten, Social Skill Lessons, Behaviour Learning Walls
 - 100% of classrooms have and use behaviour learning walls meeting the minimum expectations of behaviour learning walls at IESS
 - Student interview response data (SOAR, ZONES): Goal: 100% of students can identify SOAR, the aim to be in the green zone, their first steps and another strategy.
 - Continue to increase School Opinion Survey Data:
 - Parent Survey:
 - My child feels safe at this school (2018: 67.7%, 2019: 58.8%, 2020: 86.2%, 2021: 86%)
 - Student Behaviour is managed well at this school (2018: 54.8%, 2019: 23.5%, 2020: 80.8%, 2021: 80%)
 - Staff Survey:
 - I feel this is a safe place to work (2018: 60.5%, 2019: 51.5%, 2020: 82.9%, 2021: 97.4%)
 - I have access to quality professional development (2018: 89.5%, 2019: 58.1%, 2020: 90%, 2021: 94.6%)

Strategy: Collaborate with all staff members to define the agreed practices relating to, Positive Culture for Learning (EIA: Culture), what this looks like in classrooms, and regularly monitor implementation to promote consistency of practice.

Actions

	Timelines	Evidence	Leader
Refine 'The Ipswich East Way: Culture for Learning' (supported by the Zones of Regulation) agreed practices across the school	Term 1, ongoing	Staff Planner, SFD Minutes, Classroom Behaviour Walls	Principal, Deputy, HOD, IC
Implement the collaboratively built Student Code of Conduct at Ipswich East State School, actively communicating the Whole School Approach to Discipline to the School Community	Ongoing	Student COC, Whole School Approach to Discipline, Facebook, DOJO, Newsletter, P&C Principal's Report	Principal, Deputy, HOD
Refine 'Culture Point of Truth' Walk Through Checklist incorporating 'First Five'.	Term 2	Walkthrough Checklist, Staff Planner, SFD Overview	Principal, HOD
Implement weekly social emotional lessons and weekly behaviour focuses in classes across the school (adjusted for identified student need)	Ongoing	School and Class Timetables, School Budget, Staff Planner, SEL Powerpoints, Behaviour Walk Samples	HOD
Observation and Walkthroughs by Leadership Team and Behaviour Support Teacher during First Ten, First Five and Social Skill Lessons using collaboratively developed Culture 'Point of Truth' Walk Through Feedback Template	Ongoing	Checklist collated data, Staff Meetings Minutes	Principal, Deputy, HOD
Strategy: Persist with the focus on improving the attendance of students through engagement with parents and community support agencies.			
Actions			
Communicate and promote 'At school, on time, each day, every day counts' (Incorp. Absence Line Magnet)	Timelines	School FB, Newsletter, Sign, DOJO, Parade, P&C Reports, Magnet	Leader
Develop an IESS Attendance Process 'Point of Truth' that will be followed by teachers and administration staff (incorporating: roll marking, same day absence notifications, absence follow ups, end of term letters to families and Failure to Attend process)	Ongoing	School FB, Newsletter, Sign, DOJO, Parade, P&C Reports, Magnet	Principal, IC
	Term 2, Ongoing	Process Flow Chart, One School records, Letter template,	Principal, IC

Improvement priority: Curriculum

- 12 Month Success Criteria:**
- Teachers will have a deep knowledge of the Australian Curriculum, Content Descriptors and General Capabilities
 - and apply this knowledge to curriculum planning and delivery
 - 100% of teachers will grow each student a minimum of one Cluster in Aspects of Reading and Comprehension on the P-10 Literacy Continuum
 - 100% of teachers articulate and use agreed templates for planning
 - 100% of teachers have and use learning walls meeting the minimum expectations of learning walls at IESS
 - 100% of teachers track students in Reading Texts and Comprehension on the Literacy Continuum (One School)

Strategy: Provide a range of professional learning opportunities to build teacher knowledge and understanding of the full breadth of the Australian Curriculum including content descriptions and achievement standards.

Actions

	Timelines	Evidence	Leader
Teachers as curriculum experts, engaging in planning activities that unpack the Australian Curriculum, identify the learning intentions and success criteria of summative assessment tasks and understand the 'Know, Do and Think' components of teaching and learning, including the literacy demands (DET State Schools Strategy, William, 2006; Hattie, 2009; Sharraff, 2019)	Ongoing	Planning templates, POD Minutes, Staff Meeting Minutes, Student Free Day Minutes, Learning Walls in Classrooms, Monitoring Circles and Student Samples	Principal, Deputy, HOD
Teachers create learning walls in each classroom that act as a teaching, learning and feedback tool with Learning Intention and Success Criteria, learning displays and successful, unpacked examples of work aligned to success criteria	Ongoing	Finalised document, Staff Meeting Minutes, Student Free Day Minutes, Learning Walls in Classrooms, Monitoring Circles and Student Samples, POD Minutes	Principal, Deputy, HOD
Teachers work in Curriculum PODs to support the development of teachers as curriculum and pedagogical experts (fortnightly), focusing on 'today's data is tomorrow's instruction' (Sharraff)	Ongoing	Learning Walls in Classrooms, Monitoring Circles and Student Samples, POD Minutes	Principal, Deputy, HOD
Strategy: Establish consistent internal moderation processes across the school and explore opportunities to introduce external or cluster moderation in order to deepen teacher capabilities in making consistent judgements based on the Australian Curriculum achievement standards.			

Actions

	Timelines	Evidence	Leader
Teacher engagement in Before Moderation (Before assessment takes place at the planning stage) activities using the task, Marking Guide and Modelled Response	Each Term	Staff Meeting Minutes, Student Free Day Minutes, POD Meeting Minutes, Curriculum Process at IESS	Principal, Deputy, HOD
Teacher engagement in Curriculum Teaching and Learning Pods where each term, teachers will engage in Year Level internal moderation against the Marking Guide	Each Term	Staff Meeting Minutes, Student Free Day Minutes, POD Meeting Minutes, Curriculum Process at IESS	Principal, Deputy, HOD

Strategy: Collaboratively develop a data plan that builds a culture of self-evaluation and reflection, and enables deeper discussion of data, monitors progress over time, and includes case management strategies

Actions

	Timelines	Evidence	Leader
Collaboratively develop a school Data Plan outlining data sets to be collected, how the data will be used, who will collect it and when.	Term 2, Ongoing	Staff Meeting Minutes, Student Free Day Minutes, POD Meeting Minutes, WS CARF	Principal, HOD
Using five weekly Literacy Continuum Cluster data review cycles, to inform teaching to fill student learning gaps in Reading Texts and Comprehension, while mapping student progress on One School (Black & William, 1998; Sharraff, 2019)	Ongoing	Literacy Continuum Mapping on One School, Reading Group Planning Documents and checklists, POD Staff Meeting Minutes, Data Wall	Principal, Deputy, HOD

Strategy: Establish a consistent process across the school for the development, implementation and monitoring of ICPs

Actions

	Timelines	Evidence	Leader
Collaboratively develop a Student Engagement and Wellbeing Team (SEWT) Referral 'Point of Truth'	Semester One	Staff Meeting Minutes, Staff Planner, SFD Minutes	IC, HOD, Principal

Improvement priority: Community

- Goals:**
- Increase family engagement and presence in the school and through online platforms, including Playgroup
 - Increase engagement in Prep Transition Program and networks with local Early Childhood

- Continue to increase Parent Opinion Survey Data:
 - My child likes this school (2018: 80.6 %, 2019: 84.7%, 2020: 83.3%, 2021: 83.7%)
 - This school takes parents opinions seriously (2018: 69%, 2019: 50%, 2020: 80.8%, 2021: 73.3%)
- This school looks for ways to improve (2018: 83.3 %, 2019: 52.9%, 2020: 82.8%, 2021: 87.5%)
- This is a good school (2018: 71%, 2019: 50%, 2020: 79.3%, 2021: 81.6%)

Strategy: Establish processes to share teaching and learning expectations with parents and the broader community

Actions

	Timelines	Evidence	Leader
Consistent communication of expectations and Zones to school community (School Newsletter, on Class DOJO, Facebook, Meeting Minutes, P&C Principal's Report, daily Morning Welcome, weekly Parade, daily First Ten)	Ongoing	School Facebook (FB), Newsletter, Sign, DOJO, Parade, Documents	Principal, Deputy, HOD
Continue Facebook Page and Class DOJO for the School Community, sharing celebrations, information, expectations and learning	Ongoing	School FB Page, School Newsletter (NL), School sign	Principal, Deputy, HOD

Strategy: Explore opportunities to build partnerships with local ECECs to add value to student learning and transitions

Actions

	Timelines	Evidence	Leader
Facilitate and actively participate in K-2 Community of Practice with Cluster Schools and attend and actively participate in local Early Years Network Meetings with Early Years Providers and agencies in the local community	Ongoing	Meeting Minutes	Deputy
Meet with feeder Early Childhood Education Centres (ECECs) to coordinate Prep Transition, ensuring an inclusive approach for all students, including weekly staff visits to local ECECs	Ongoing	Meeting Minutes, Timetables	Deputy
Unpack Transition Statements from ECECs and student information from parents to ensure school readiness for incoming 2022 students.	Term 3, Ongoing	Transition Statement numbers, Parent surveys, Enrolment Meeting data, Use of data in Transition Program	Deputy
Meet with High School Transitions Officer to coordinate High School Transition Overview, ensuring an inclusive approach for all students, while communicating High School Transition links and opportunities with the school community	Term 2, Ongoing	Meeting overviews, Plans	Principal

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