



MIDDLE RIDGE STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School Priority 1: Systematic Curriculum Delivery and effective Analysis of Data</p> <p>Re-establish a clearly articulated whole of school plan for curriculum delivery, to be implemented with consistency within all classes at each year level.</p> <p>Priority to be given to schoolwide, cohort analysis and individual discussion of systematically collated data on student outcomes, including academic, attendance and behavioural outcomes.</p>	<p>Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Improvement of school-wide English data (%C and Above and %B or A) across all year levels is being realised More even distribution of Achievement Standards across the school year in each year level (Maths and English) allowing less disparity between the allocation of A-C levels of achievement in Sem 1 & Sem 2 Closer alignment of Semester 1 A-C levels of achievement and NAPLAN data from Semester 1. Consolidated teacher understanding of GTMJ's and Achievement Standards Teachers are regularly convening in Year level PLCs & Staff meetings as a forum for professional learning, collegial sharing and capability development in support of the effective delivery of the AC. An explicit, coherent, sequenced plan for delivery of the AC which is clearly articulated and aligned with relevant assessment tasks that are informing both achievement level and future planning. All teachers are familiar with, and engaging in, the 3 levels of planning - whole school, year level/band and unit planning - ensuring a thorough familiarity with the requirements and implementation of the AC. 	<p>AIP measurable / desired outcomes:</p> <ul style="list-style-type: none"> All teachers have engaged in internal moderation of student work, internally at cohort level and externally with a comparable local school, informing, reconciling and improving teacher judgment re student LOA. Collaboratively developed year level being delivered and assessed with consistency 88% of Prep-Year 6 Students are achieving at a 'C' or above level in English by the end of the year 90% of Prep-Year 2 Students are achieving at a 'C' or above level in Mathematics by the end of the year 85% of Year 3-6 Students are achieving at a 'C' or above level in Mathematics by the end of the year All roll class teachers are delivering a sequenced plan for the implementation of the AC V9 in English All teachers (incl. those in specialist learning areas - HPE, Music, LOTE, Support) are engaging in 3 levels of planning and consistently implementing the AC within each cohort
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies:</p> <ul style="list-style-type: none"> Continue the current review, re-write (where required) and implement the schoolwide spelling & reading program, including implementation of a commercially produced Synthetic Phonics Program (InitialLit in P-2) and continued use of Targeting Spelling. Review the distribution of Achievement Standards in English and Maths, commencing with English and Maths in Prep-Year 2 Review current Moderation processes ensuring an iterative and cyclical process, including a focus on individual teacher allocation of Levels of Achievement (A-E) Strengthen moderation practices both within and outside the school to support teachers to build a deep understanding of the AC and quality assure assessment standards and student levels of achievement. Build staff capability to develop and implement locally relevant curriculum with aligned assessment tasks and marking guides to enable the delivery and assessment of the full AC through the 3 levels of planning. Develop agreed school processes to systematically support and quality assure that the intended curriculum is enacted within each classroom. 											
<p>Actions:</p> <ul style="list-style-type: none"> Teachers participate in cohort curriculum planning meetings each term with HOD-Curriculum, as outlined on the 2024 Professional Learning Community Meetings Schedule, to review and rewrite curriculum plans (aligned with V9 for English), and plan for implementation and assessment of these plans. Teachers, with guidance from HOD-C & HOD-P, analyse and enhance curriculum design using the Quality Teaching Model. Teachers participate regularly in school cohort moderation processes with HOD-Curriculum, as outlined on the 2024 Professional Learning Community Meetings Schedule Establish moderation process with a local, like school to engage all Prep-Year 6 teachers in moderation across the two schools to improve and affirm teacher judgements and the assignment of A-E achievement. Teachers participate in cohort and individual data discussions each term with HOD-Curriculum and HOD-Pedagogy, as outlined on the 2024 Professional Learning Community Meetings Schedule, to determine differentiated next steps for individuals and groups of students, review PLRs, identify problems of practice and formulate goals for groups of students or individuals. Creation and implementation of a Semester Reporting Matrix for English (a collation of marking guide information) Ped Leaders work closely with the HOD-C to review the marking matrix for Maths. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> HOD - Curriculum & HOD - Pedagogy Year level Pedagogical Leaders - co-facilitation of discussion Supported by Strategic L'ship Team members as needed (Principal, DPs, HOSSES) Shared responsibility - all teachers 	<p>Resources:</p> <ul style="list-style-type: none"> Year Level Professional Learning Communities I4S funding to provide release of Class teachers over 4 xTerms = approx 192 TRS days totalling \$123 200 I4S funding to provide release of Class teachers for Case Management meetings - 6 days/semester I4S funding to provide release of Class teachers for Data Conversation meetings - 6 days/semester 								
<p>School Priority 2: Strengthened Pedagogical Practices</p> <p>Review, refine and document the school's approaches to pedagogy to ensure they: (i) reflect agreed pedagogical practices to engage all students across the AC, (ii) are considered in planning, and (iii) are consistently implemented across the school.</p>	<p>Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Improved individual student academic data and whole school A-E English & Maths data. Increased student awareness of the 'what' and 'how' to improve their current level of achievement - through continued reference to provided exemplars / GTMJ's, artefacts intentionally displayed/available on classroom Learning Walls. Increased %C and Above and proportion of %B or A data in P-6 that reflects the 3 levels of planning and systematic teaching/consistencies of practice at cohort level. Individual Student folios reflect/track/evidence progress and achievement across each semester. Teachers are regularly convening in Year level PLCs & Staff meetings as a forum for professional learning, collegial sharing and capability development in support of the effective delivery of the AC. Documented whole school approaches to pedagogy are known to teachers, with the school's preferred pedagogies are being applied with consistency in class. All teachers are engaging annually in Collegial Engagement opportunities (as per the school's CE Framework) and professional learning opportunities. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 88% of Prep-Year 6 Students are achieving at a 'C' or above level in English by the end of the year 90% of Prep-Year 2 Students are achieving at a 'C' or above level in Mathematics by the end of the year 85% of Year 3-6 Students are achieving at a 'C' or above level in Mathematics by the end of the year 100% of teachers are participating in collegial engagement opportunities All teachers are implementing the school's agreed upon, non-negotiable pedagogies & instructional techniques (esp. Lemov/TLAC) By the end of the 2024 school year, at least 40% of roll class teachers have participated in Quality Teaching Rounds.
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies:</p> <ul style="list-style-type: none"> Continue to use Explicit Instruction as the school's signature instructional methodology, to provide a process through which deliberate and effective instruction is delivered Continue planning for QDTP and create individual learning goals for students who sat just below the next LOA at the end of Semester 1. Differentiate for these students to gain the next lift. Continue the effective and interactive use of Learning Walls, with explicit guidance by teachers for students Purposefully engage all teachers in further learning about Lemov's 'Teach Like a Champion' instructional techniques, and implement these in a coherent and systemic way that enhances the efficacy of each teacher's pedagogy and improves student engagement in learning. Engage further teachers to participate in the rigour of the University of Newcastle's evidence based 'Quality Teaching' initiative over the calendar year, joining 14 other colleagues from 2023 who've strengthened their practices through shared professional reading, critiques and analyses of professional practice all of which are aimed at improving the effectiveness of each teacher's deliberate pedagogies and subsequently, improved learning outcomes for students. Develop opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders throughout the school. Develop opportunities for teachers to work together and to learn from each other's practices through the provision of collegial engagement opportunities and professional learning communities. Cultivate a culture of collaboration and teamwork over time and within & across cohorts of teachers 											

Actions:

- Review and refine documentation of **MRSS Whole School Approach to Pedagogy**
- Deliver refresher **Explicit Instruction PD session/s** to ensure all teachers are familiar with and skilled at applying the school's signature instructional methodology.
- Undertake **Cohort and Individual Data Discussions** with teachers each term, led by HOD-Curriculum and HOD-Instruction, as outlined in the 2024 Professional Learning Community Meetings Schedule, to determine differentiated next steps for individuals and groups of students, review PLRs, identify problems of practice and formulate goals for groups of students or individuals.
- Engage accredited facilitator, Christopher Thomas, to deliver **Teach Like A Champion** professional development sessions on a pupil free days and at two subsequent staff meetings to develop teachers skills in implementing **TLAC** techniques to increase student engagement, increase academic rigour and enhance Explicit Instruction practices,
- Collaboratively increase the number of non-negotiable **Teach Like a Champion** techniques which will be implemented with consistency across the school.
- Deliver additional cycles of **Quality Teaching Rounds** to enable teachers to analyse and increase the effectiveness of pedagogical practices and curriculum delivery using learnings from the **Quality Teaching** model.
- Continue the development of contemporary, evidence-based practices for the teaching of reading and writing by providing support to teachers to plan for and deliver **InitialLit Program** in P-2 during planning sessions and instructional time.
- Refine the **MRSS Whole School Approach to the Teaching of Reading** document to ensure pedagogical approaches to the teaching of reading align with InitialLit in P-2 and contemporary, evidence-based practices in the delivery of reading instruction in Years 3-6.
- Support teachers' pedagogical development through Professional Learning Opportunities focussed on school-wide pedagogical practices for the teaching of the curriculum - cofacilitated by HOD-Instruction and HOD-Curriculum, and as outlined in the 2024 PLC Meetings Schedule and Staff Meeting Schedules.
- Support teacher aides to assist teachers in the delivery of the **InitialLit Program in P-2** and other literacy instruction in Yrs 3-6.
- Monitor and evaluate the effective implementation of specific pedagogical practices and the use of Learning Walls through **Pedagogical Walk Arouns** and **Principal Learning Walks**, providing feedback to individual teachers and cohorts of teachers upon completion.
- Support teachers to improve pedagogy by enabling peer visits, peer coaching, lesson observation & feedback, and Steplab coaching.

Responsible officer(s):

- HOD-Instruction
- Supported by Strategic L'ship Team members (Principal, DPs, HOD-C, HOSES)
- Shared responsibility - all teachers

Resources:

- Engaging Christopher Thomas Accredited TLAC Facilitator: \$ 6000
- Quality Teaching Rounds \$ 29 700 (I4S)
- Employment of HOD-Instruction @ 1.0FTE (I4S funded)
- Synthetic Phonics Program training & resources: InitialLit
- Scheduled time for L'ship team and peer observers to engage in Learning Walks (fund CT release time if req'd)

School Priority 3:
Development of inclusive and differentiated teaching to promote and enhance the learning culture
 Collaboratively refine the school's vision and approaches to inclusion to provide greater clarity for all, ensuring the approach / model is responsive to student needs and is sustainable.

Monitoring			
<small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- Improved clarity around NCCD, levels of support and types of strategies to assist students
- Documented differentiation at all three levels of planning
- All teachers are delivering Explicit Instruction and implementing the agreed Teach Like a Champion instructional techniques with consistency at cohort and whole school levels.
- Differentiated & adjusted teaching strategies are evident in planning & lesson delivery at classroom level

AIP measurable/desired outcomes:

- 88%** of **Prep-Year 6** Students are achieving at a **'C'** or **above** level in **English** by the end of the year
- 90%** of **Prep-Year 2** Students are achieving at a **'C'** or **above** level in **Mathematics** by the end of the year
- 85%** of **Year 3-6** Students are achieving at a **'C'** or **above** level in **Mathematics** by the end of the year
- Documented** achievement/progress through:
 - NCCD Census Data
 - Planning Documents with Differentiation
 - Attendance Data
 - Behaviour Data
 - Complex Case Profile Data

Strategy/ies:

- Assist teachers to continue to develop and share deep understandings of how students learn, and implement differentiated & adjusted teaching practices that enable all students to succeed within an inclusive environment.
- Further develop the school's approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students.
- Develop processes for ensuring differentiation is occurring at all three stages of planning (curriculum provision; year/band planning; unit planning)
- Use school-wide processes to identify groups and individuals who require tailored supports
- Employ tailored supports to ensure all students can access the curriculum being delivered
- Moderation of individual differentiation and supports for students with DDA-PLs to assist with greater clarity and understanding of levels of support and types of strategies
- Continue to positively develop both the learning culture and behavioural standards through the 7 x established School Values
- Recognise, affirm and celebrate the growing cultural diversity represented in the school's enrolment
- Continue to place a high priority on building and maintaining positive and caring relationships between staff, students and parents.

Actions:

- Develop safe and predictable systems and routines for ALL students through the consistent delivery of Explicit Instruction and implementation of Teach Like a Champion techniques.
- Continue to implement the DoE/MRSS Respectful Relationships Program
- Refine Case Management meeting processes, Student Support Services Management meeting processes and *enrolment processes to align with the MRSS Whole School Approach to Differentiated Teaching and Learning* documentation
- Provide targeted learning support programs to cater for needs of a diverse range of students including: MacqLit, and MiniLit, (students with word reading difficulties), Tell It Again and Verbalising and Visualising (students with comprehension difficulties), Prep Oracy and Foundation Q (Prep and Year One students needing support to develop oral language and vocabulary).
- Deliberate differentiation planning included in Curriculum PLCs
- Support Teachers (STLaNs & SETs) attending PLCs to assist with differentiated teaching
- Update of Differentiated Teaching and Learning document to include strategies for differentiation (Tomlinson)
- Further refine school wide processes for identifying students who require tailored supports (through SSSM, PLC and cohort meetings)
- Refine SSSM processes to include regular data discussions regarding attendance, behaviour and complex cases
- Review NCCD processes (Term 1 & Term 4)
- Undertake school level moderation of NCCD data in Term 2

Responsible officer(s):

- HOSES, HOD-Curriculum & HOD-Pedagogy
- Supported by Principal & DP
- Shared responsibility - Class Teachers

Resources:

- PLC meetings - funded release time for teachers
- Time provided through Staff Meetings to affirm strategies & actions
- Funded PD & Collaborative Planning time (I4S)

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

Principal: Craig Barron

P&C Association: Zoe Chamberlain

School Supervisor: Meaghan Rodgers



