

Runcorn Heights State School Implementation Plan 2022

21st Century Learners

National School Improvement Tool Domains #1-9

A culture that promotes learning (#3) <i>Every student is capable of successful learning!</i>			
Strategy – Build a culture that promotes learning (#3)			
Actions	Targets	Timeline	Responsible Officer/s
Vision and values Identify a school vision and the values that underpins a school culture that promotes learning.	School vision and values	Term 3, 2022	Janine Leach Leadership Team
Build a culture that promotes learning Establish a process to determine a culture that promotes learning at RHSS.	Consult with key stakeholders, staff, students and community.	Term 1, 2022	DP – Sam Brown Leadership Team
Analyse data to determine the strategic direction for RHSS.	Utilise data to develop an action plan.	Term 2, 2022	DP – Sam Brown Leadership Team School council members
Implement key priorities of the action plan, record SOS baseline data and conduct post survey.	Increased positive records in post survey data.	Semester 2, 2022.	DP – Sam Brown Leadership Team School council members
Implement an informal mini- review of our Culture that promotes learning.	100% staff understand the school goals underpinning this culture	Term 4 2022	Rob Van den Heuvel (A/ARD) External Principal
Strategy – Build an expert leadership team who systematically collect, analyse and discuss data to improve student outcomes and wellbeing, whilst effectively targeting the use of school resources. (# 2, 4 & 5)			
Actions	Targets	Timeline	Responsible Officer/s
Develop capability of leadership team members in instructional leadership skills to facilitate change and improved teacher capability.	100% leadership team demonstrate increased competency in achieving APDP goal/s	Annual Performance Development Plans (Terms 1, 2 & 4)	Leadership Team
Develop and monitor the implementation of a whole-school curriculum and assessment plan that vertically aligns learning across the school and ensure it is effectively enacted in every classroom.	Whole school plan developed and enacted	Ongoing 2022	Head of Curriculum Leadership Team
Expand and consolidate systematic structures for interested staff members to develop advanced leadership capability.	Interested aspirants identified and commit to plans, training and programs.	End Term 1	Principal Deputy Principals

Explicit improvement agenda priority – Mathematics (#1)

Strategy

Strategy – Build an expert teaching team who systematically collect, analyse and discuss data to improve student outcomes and wellbeing, whilst effectively targeting the use of school resources. (# 2, 4 & 5)

Actions	Targets	Timeline	Responsible Officer/s
Develop year level professional learning plan (PLP) to guarantee a shared understanding of the integration of inquiry-based Mathematics into the delivery of a quality Mathematics curriculum and embed practices in other learning areas.	To develop a PLP which maps professional development to build staff capability	Semester 1	Leadership Team Teachers
Develop a deeper understanding of the Australian Curriculum Mathematics and Math Mentals pedagogy with a focus on the proficiency strands through Project Release Time (PRTs) and Curriculum Planning Days.	100% engagement of classroom teachers	Per term	Leadership Team Teachers
Develop data literacy and collaborative planning discussion with class teachers using Math Mentals diagnostics, formative and summative assessment to inform student goal setting and feedback in Mathematics.	100% engagement of classroom teachers	Per term	HOD C Teachers
Moderation processes to be embed post-reflection to ensure vertical and horizontal curriculum alignment, data consistency and ongoing improvement in pedagogical practices.	100% engagement of teachers	Per term	Head of Department-Curriculum Teachers Leadership Team
Cluster HOD C and selected teacher meetings about moderation processes and quality assurance of OLAs to develop a shared understanding of school A-E results.	Informed and reliable A-E results across the school	Per Semester	Head of Department-Curriculum Teachers
Ensure that differentiation / adjustments and student/teacher and peer discussions and collaboration meet the needs of diverse learners.	Teachers documenting differentiation in unit planning (as per P-12 CARF)	Per term	Leadership Team Teachers
Teachers provide differentiated feedback to facilitate student understanding of next steps in their learning.	100% of teachers providing differentiated feedback to students	Term 3 collegial engagement. Inclusive practices discussion re: selecting adjustments.	Leadership Team, Teachers
Use collegial engagement and peer observation, feedback, data conversations and differentiated mentoring, incorporating Annual performance development plans (APDPs) to improve teaching practice, ensure line of sight and consistency of practice.	100% engagement of teachers	Term 1 – Mathematics goal setting and feedback Term 4 – Mathematics - Problem solving and Reasoning	Leadership Team Teachers

Strategy – Successful learners through systematic curriculum delivery, differentiated teaching and learning and effective pedagogical practices (#6 7 8)

Actions	Targets	Timeline	Responsible Officer/s
Develop a school-based model in year level cohorts to collaboratively and efficiently facilitate differentiated learning adjustments, intervention and support to maximize every learner, learning.	Documented adjustments in response to student needs. 100% of teachers engaged in collaborative discussions about modifications to pedagogy based on case management needs.	Per Semester	Head of Curriculum/Teachers/DP/
Develop a school-based inquiry model adopted in classes to build effective pedagogical practices in the delivery of the Australian Curriculum Mathematics with a focus on the adoption and enactment of inquiry-based learning to influence student academic achievement in P-6.	Engagement of 50% staff	Ongoing 2022	Head of Curriculum teachers DP
Regular opportunities for students to access digital devices and build teacher capability to use technology in Mathematics to enhance student learning across the school.	Continue Bring Your Own Device (BYOD) program years 1-6 with 100% students accessing technology	Ongoing 2022	Deputy Principals Digital Learning Team

AIP Progress Review Reflections

At 1 month

- *100% of classroom teachers enacting Maths Mentals pedagogical practices at least four times per week
- *100% of teachers identify a PDP goal for teaching of mathematics
- *100% of teachers collaborating with all students to identify a Mathematics goal and that students understand the process to achieve the goal including targeted student feedback
- *100% of teachers plan for differentiation in Mathematics
- *50% teachers offering to share a demonstrated lesson with interested staff

At 6 months:

- *100% of teachers articulate alignment of the teaching of mathematics with the Australian Curriculum and Achievement Standards

*Percentage of students achieving A-C in semester 1 2022 Mathematics report will be:

Target Actual Sem 1 2021

Avg:	92%	Avg: 89%
Year 6:	94 %	88 %
Year 5:	95%	94 %
Year 4:	94 %	93 %
Year 3:	93%	90 %
Year 2:	92%	90 %
Year 1:	87%	85 %
Prep:	85 %	81 %

*Percentage of students achieving A-B in Semester 1 Mathematics report will be:

Target Actual Sem 1 2021

Avg:	62%	Avg: 58%
Year 6:	55 %	50 %
Year 5:	65%	61 %
Year 4:	65 %	62 %
Year 3:	55%	53 %
Year 2:	66 %	64 %
Year 1:	70 %	67 %
Prep:	55 %	49 %

*50% of teachers offering to share a demonstrated lesson with interested staff.

At 10 months:

- *100% of teachers achieve personal PDP goal for teaching of mathematics
- *100% of students able to articulate their mathematics goals, how they achieved the goal and establish new goal/s independently or collaboratively with teacher.

*Percentage of students achieving A-C in Semester 2 2022 Mathematics report will be:

Target **Actual Sem 2 2021**

Avg: 89% **Avg: 87%**

Year 6: 82%

80%

Year 5: 88%

86%

Year 4: 93%

91%

Year 3: 87%

85%

Year 2: 92%

90%

Year 1: 93%

91%

Prep: 88%

86%

*Percentage of students achieving A-B in Semester 2 2022 Mathematics report will be:

Target **Actual Sem 2 2021**

Avg: 65%

Avg: 61%

Year 6: 55%

50%

Year 5: 65%

60%

Year 4: 55%

51%

Year 3: 60%

56%

Year 2: 72%

70%

Year 1: 75%

72%

Prep: 70%

66%

*Increased teacher and student confidence in teaching of Maths Mentals and Mathematics, inclusive of hands on and inquiry-based learning as demonstrated in baseline and end point survey in Term 1 and Term

4.

2021 Results

Prep %	A-C	AB
S1	81	49
S2	86	66

Year 1 %	A-C	AB
S1	85	67
S2	91	72

Year 2 %	A-C	AB
S1	90	64
S2	90	70

Year 3 %	A-C	AB
S1	90	53
S2	85 (2 - D) (3 -- AB)	56

Year 4 %	A-C	AB
S1	93	62
S2	91 (9 - D)	51 (9 - C)

Year 5 %	A-C	AB
S1	94	61
S2	86 (D - 6)	50

Year 6 %	A-C	AB
S1	88	50
S2	80 (D - 9)	50

School Performance

Strategy – Build an expert teaching team who systematically collect, analyse and discuss data to improve student outcomes and wellbeing, whilst effectively targeting the use of school resources.

Actions	Targets	Timeline	Responsible Officer/s
INCLUSION Ensure the implementation of the PLPs, ICP, Band scaling and IEP cycle as outlined in the 2022 Data Plan.	School processes recorded on One School, 100% engagement of all teachers	Terms 1 to 4	HOSES- Linda Harwood Learning Engagement Team Teachers
Develop a deeper understanding of the NCCD model (Is there an adjustment? What is the adjustment? What is the category of disability? and record and submit the data) and the 4 phases of the NCCD as part of the continuing process of teaching and learning i.e., Planning, Implementation, Validation, Reflection.	All staff	Ongoing	HOSES- Linda Harwood HOD-C Leadership Team
Outline of RHSS NCCD processes and timelines to be identified and shared with school community.	School documentation outlining the RHSS NCCD processes	Term 4	HOSES- Linda Harwood Leadership Team
Use collegial conversations and feedback from staff to improve whole school inclusive practices in identifying, recording and reviewing of adjustments, whilst ensuring moderation of the level of adjustments is maintained.	100% Engagement of teachers	Collegial Conversations Term 3	Leadership Team Teachers
POSITIVE BEHAVIOUR FOR LEARNING AND WELLBEING Consistently implement the school-wide framework for positive behaviour for learning.	100% of staff	2022	DP 3-6 Positive Behaviour for Learning Team Staff

Ongoing focus on improvement – Reading

Strategy				
Strategy – Build an expert teaching team who systematically collect, analyse and discuss data to improve student outcomes and wellbeing, whilst effectively targeting the use of school resources. (# 2, 4 & 5)				
Strategy – Successful learners through systematic curriculum delivery, differentiated teaching and learning and effective pedagogical practices (#6 7 8)				
Actions	Targets	Timeline	Responsible Officer/s	
Develop year level professional learning plan (PLP) to guarantee a shared understanding of the pedagogy required to deliver explicit, targeted reading instruction across all learning areas of the Australian Curriculum.	To develop a PLP which maps professional development to build staff capability.	2022	Leadership Team Teachers Teacher Aides	
Develop a deeper understanding of the English Curriculum (with a focus on the Receptive Mode) to continue to embed the practices of Modelled and Shared Reading across all learning areas through Project Release Time and Cohort Planning Days.	100% engagement of classroom teachers	Per Semester	HODC Deputy Principal P-2 Teachers	
Develop data literacy and collaborative planning discussion with teachers using Diagnostic Reading Assessments to monitor and track student progress to provide feedback on individual student learning goals and inform planning and pedagogy.	100% engagement of teachers	Per Semester	Deputy Principal P-2 Alison Frazer Teachers	
Use collegial engagement and peer observation, feedback and data conversations to improve pedagogy and ensure consistency of practice.	100% engagement of teachers	Collegial Engagement Visits Term 2	Leadership Team Teachers	
Refine moderation processes to ensure consistency of administration and analysis of Diagnostic Reading Assessments, including a post – moderation using a blind sample.		Term 2 PRTs	Deputy Principal P-2 Alison Frazer Teachers	

AIP Progress Review Reflections

At 1 month:

- *100% of classroom teachers enacting four phases of reading at least four times per week P-2 and three times per week 3-6.
- *100% of teachers plan for differentiation in Reading.

At 6 months:

- *100% of teachers collaborating with all students to identify a reading goal and that students understand the process to achieve the goal
- * 75% teachers offering to share a demonstrated lesson with interested staff
- *100% of teachers articulate alignment of the teaching of reading with the Australian Curriculum and Achievement Standards

*Percentage of students achieving A-C in Semester 1 2022 English report will be:

Target Actual Sem 1 2021

Avg: 85%	Avg: 83%
Year 6: 95%	93%
Year 5: 85%	84%
Year 4: 93%	91%
Year 3: 87%	85%
Year 2: 82%	79 %
Year 1: 80%	77%
Prep: 75%	73 %

*Percentage of students achieving A-B in Semester 1 English report will be:

Target Actual Sem 1 2021

Avg: 47%	Avg: 45%
Year 6: 50%	47%
Year 5: 45%	42%
Year 4: 42%	39%
Year 3: 40%	37%
Year 2: 52%	50%
Year 1: 51%	49%
Prep: 52%	50%

At 10 months:

- *100% of students able to articulate their reading goals, how they achieved the goal and establish new goal/s.
- *100% of teachers use a range of assessment data to provide explicit feedback.
- *100% of students achieve expected minimum scale score growth in PM and Probe

*Percentage of students achieving A-C in semester 2 2022 English report will be:

Target	Actual Sem 2 2021	
Avg:	90%	Avg: 86%
Year 6:	95%	89%
Year 5:	90%	87%
Year 4:	95%	91%
Year 3:	90%	87%
Year 2:	85%	82%
Year 1:	90%	86%
Prep:	85%	80%

*Percentage of students achieving A-B in Semester 2 2021 English report will be:

Target	Actual Sem 2 2021	
Avg:	52%	Avg: 50%
Year 6:	54%	52%
Year 5:	55%	53%
Year 4:	48%	46%
Year 3:	43%	39%
Year 2:	55%	52%
Year 1:	53%	50%
Prep:	57%	55%

*Increased teacher capability in teaching of reading as demonstrated collegial engagement conversations with P-2 Deputy Principal.

*100% of teachers collaboratively plan for differentiation in Reading/Spelling

* students can discuss their personal reading goal, how they achieved the goal and plan their next goal collaboratively with the teacher and P-2 Deputy Principal.

Strategy – Local Decision Making Parent and Community Partnerships (9)

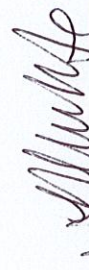
Actions	Targets	Timeline	Responsible Officer/s	By December 2022: Existing and new celebrations of mathematics and reading progress for 100% parents.
Expand awareness and engagement of the Mathematics and Reading improvement agendas to the broader school community and celebrate progress in a variety of forums.	Multiple communication and celebration methods developed and enacted.	End Semester 1 2022	Leadership Team Teachers	
Engage with community to promote a sense of inclusion and diversity. Continue to build the Early Years Transition Plans and engage working families and support children to successfully transition from K – Y2. Investigate and develop productive partnerships with key community agencies to support and enhance student learning and opportunities.	Build attendance numbers at Little Runchies Playgroup and KindyLinQ.	Ongoing	Leadership Team, Community members Chaplain KindyLinQ Staff P&C	By October 2022
Parent and Engagement Team Meetings, School Council and P&C communication and parent input increase. Review effectiveness of communication channels to ensure parent engagement as active participants in their children's education.	Communication with Parent & Community Engagement Team (PET), School Council, P&C and school to be timely and accurate and to have opportunities for parents to give input.	2022	Principal, Deputy Principals, School Council Members, P&C Executive, Deputy Principals Teachers	By June 2022 School Community communication is timely and accurate. Increase in opportunities for parent engagement as active participants in their child's education.

Endorsement

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



Janine Leach
Principal



Tracey White
School Council Chair

Rob Van den Heuvel
A/Assistant Regional Director