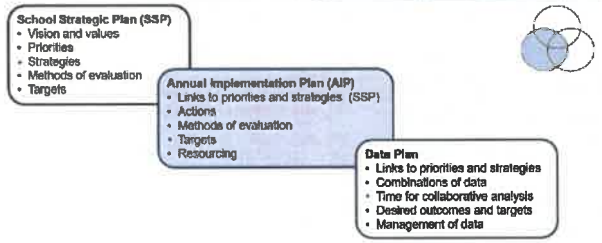
NCR Leadership Challenge
Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.

Parke State School
Annual Improvement Plan 2022

Key Improvement Priority – Enacting the Australian Curriculum through pedagogical approaches to enable student success

School performance planning: Annual implementation plan



NCR Leadership Challenge

Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress
Every Student Succeeding	Every school delivering the Australian Curriculum with fidelity	**English Achievement** P-2 - 100% A-C; 57.1% A-B P-6 - 100% A-C; 61% A-B	**English Achievement** P-2 - 100% A-C; 60% A-B P-6 - 100% A-C; 62% A-B	**English Achievement** P-2 - 100% A-C; 63% A-B P-6 - 100% A-C; 63% A-B
Regional Improvement Plan Focus Areas	**Access and Engagement**	**Baseline**	**6 Month progress**	**12 Month progress**
All children making a great start	Every child engaged in high quality learning Every OOHC child, every child with a disability case managed to Prep. Every OOHC has an ISP in place within four weeks of enrolment Decrease the number of Prep students receiving an SDA by 50% Decrease the number of SDAs where possible	**English Achievement** ATSI 100% P-2 A-C ATSI 100 % P-6 A-C SWD 100 % P-2 A-C SWD 100 % P-6 A-C OOHC 100 % P-2 A-C OOHC 100 % P-6 A-C 2021 Prep SDAs 0 2021 SDAs 0	**English Achievement** ATSI 100% P-2 A-C ATSI 100 % P-6 A-C SWD 100 % P-2 A-C SWD 100 % P-6 A-C OOHC 100 % P-6 A-C OOHC 100 % P-6 A-C 2022 Prep SDAs 0 2022 SDAs 0	**English Achievement** ATSI 100% P-2 A-C ATSI 100 % P-6 A-C SWD 100 % P-2 A-C SWD 100 % P-6 A-C OOHC 100 % P-2 A-C OOHC 100 % P-6 A-C 2022 Prep SDAs 0 2022 SDAs 0
Every Student Succeeding	Leadership Challenge: ***Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability***	1 Marker student per year level	All Marker students per year level improving	All Marker students per year level improving
	Leadership Challenge: ***Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.***	Number of Teachers 4 Number of T/Aides 4	Number of Teachers 4 Number of T/Aides 3	Number of Teachers 4 Number of T/Aides 3

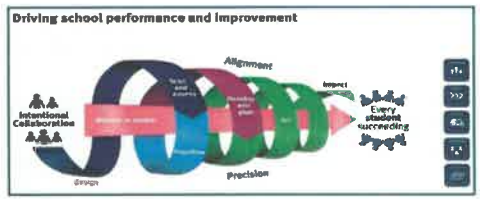
Endorsement

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

Principal

P and C / School Council

Assistant Regional Director



The 2022 Key Improvement Priority of **Enacting the Australian Curriculum through pedagogical approaches to enable student success** will be led through actioning the key focus areas.

Focus **PERFORMANCE** *lifting the performance of each child and student in our state schooling system.*	**Actions**	**Timelines**	**Resources**	**Responsible Officer**	**AIP Progress**	**Budget Provisioning**
	At the end of each term, A – E achievement data for English and Mathematics is collected inclusive of all student groups. Teachers transfer end of term results to the achievement data wall to monitor/review progress to inform next unit of work. Prior to M1 taking place, a collaborative whole school analysis of A – E data is planned to identify number of students achieving a C or better for English and progress toward AIP target inclusive of all student groups to review trends, inform future priorities for development, and reflect on the effectiveness of teaching strategies. Every class teacher identifies one marker student per year level for 'lift' to next achievement level – priority given to ATSI and SWD students.	Each term	Data Plan	Principal Teaching Staff	At 3 months Term 1 A-E English and Mathematics data, inclusive of all student groups, collected (ongoing for 6, 9 and 12 months) Sharepoint accessed by all staff to record Term 1 A-E data for English and Mathematics (ongoing for 6, 9 and 12 months) Collaborative whole school data meeting to review trends and inform future priorities for development in Week 7 of each term staff meeting Every year level with 1 marker student At 6, 9 and 12months Review marker student selection	TRS required for each teacher to attend Pre-Moderation
	Transition for next Prep students commences Term 3 through service visits, promotion of open days, case management		Tinana Kindy Paisley Park EC	Principal Prep staff	At 3 months Review of previous year transition program At 9 Months Service visits and case management process At 12 Months Service visits, case management process continued and school visits commence	TRS required for Prep teacher to visit Kindergarten services and run orientation days
	Investment in collaborative opportunities to engage staff team	Each term		Principal	At 3 months	

	in school performance conversations				1 staff meeting per term (Week 9) is set aside for school performance conversations	
Focus **TEACHING** *a focus on the capability and capacity to enact a deep understanding of the P12 CARF. Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.*	**Actions**	**Timelines**	**Resources**	**Responsible Officer**	**AIP Progress**	**Budget Provisioning**
	Every teacher delivering the Australian curriculum in classrooms using the 3 levels of planning within the whole school CARP.	Every day	CARP		At 3 months At 6 months At 9 Months At 12 Months	
	Review the CARP each semester to audit the enactment of level 1 planning. Review the plan for the implementation of curriculum units to include yearly cycles that enable students to develop deep understanding of curriculum knowledge across their years of schooling, and assesses students in all elements of the achievement standards.	End Semester 1 and 2	ARP CARP Audit tool		At 3 months At 6 months At 9 Months At 12 Months	
	Every classroom has a learning wall with minimum expectations of A, B, C samples of student work aligned to the GTMJ for the current term English unit to build alignment of whole school pedagogical practice	Each term	Teaching staff	Principal	At 3 months At 6 months At 9 Months At 12 Months	
	All staff engaged in collaborative assessment of student work, and sharing high yield pedagogical practices to support student improvement	Weeks 2, 4, 6 and 8 each term	CASW templates, NCR resources	Principal Teaching Staff	At 3 months At 6 months At 9 Months At 12 Months	
	All teaching staff providing access to the Australian Curriculum: English using the resource of LEM Phonics to address spelling and					Ensure each classroom has the minimum resources required to deliver the program

	grammar needs for individual students.					
	All teaching staff providing access to the Australian Curriculum: Mathematics through hands-n resources such as Top 10 Maths to address problem solving and reasoning deficits in students.					Ensure each classroom has relevant maths kits to deliver the program
Focus **CAPABILITY** *supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.*	**Actions**	**Timelines**	**Resources**	**Responsible Officer**	**AIP Progress**	**Budget Provisioning**
	Provide professional learning to all staff – teachers and teacher aides – to continue to deepen knowledge of the 3 levels of planning	January SFD	CARP P-12 CARF		At 3 months At 6 months At 9 Months At 12 Months	TRS for teachers Budget allocation for Professional Development for all staff
	Whole staff engagement with the Collaborative Assessment of Student Work through fortnightly staff meetings. End of each term, teachers identify progress of marker students Every teacher engaged in case management aligned to teaching and learning in the focus area of English	Each term	Region Resource Commissioning	Principal	At 3 months At 6 months At 9 Months At 12 Months	
	Allocate I4S budget to purchase additional teacher aide resourcing to support targeted intervention in classrooms	Ongoing	I4S Budget	Principal	At 3 months At 6 months At 9 Months At 12 Months	I4S Allocation plan to fund Teacher Aide wages
	Allocate budget to purchase additional SLP resourcing to identified students	Ongoing	I4S Budget	Principal	At 3 months At 6 months At 9 Months At 12 Months	Budget allocation of $10,000 to support SLP 4 days per term
	Align teacher PDPs to delivery of the Australian Curriculum with a focus on case management and moderation (M1)	Term 1 – 4	School Budget	Principal	At 3 months At 6 months At 9 Months At 12 Months	
	Build staff capability of purpose of assessment types	Term 1 – 4	School Budget Regional Resource Commissioning	School Team	At 3 months At 6 months At 9 Months At 12 Months	
	Develop processes for the budget planning in alignment with staff	Term 1-4	School Budget Professional Learning Plan	Principal BM		

	APDPs and the school's EIA and budget Develop systematic processes to review the effectiveness of allocation and expenditure for impact on student outcomes Utilise budget, allocation and resources to release the principal for instructional leadership time to support staff in implementing school priority initiatives.					
Focus **PARTNERS** *fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.*	**Actions**	**Timelines**	**Resources**	**Responsible Officer**	**AIP Progress**	**Budget Provisioning**
	Ongoing commitment to support successful transitions and to reduce vulnerability in early years and foster productive primary to high school transitions. Support case management of vulnerable students through case management partnerships	Each Term	Tinana Kindy – Jaime Voigt	Principal	At 3 months At 6 months At 9 Months At 12 Months	
	Visit early year services and secondary school services to build productive relationships to foster quality transitions	Term 2, 3, 4	Tinana Kindy Paisley Park EC	Principal Prep Teacher MSHS/ASHS	At 3 months At 6 months At 9 Months At 12 Months	
Focus **WELLBEING** *creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.*	**Actions**	**Timelines**	**Resources**	**Responsible Officer**	**AIP Progress**	**Budget Provisioning**
	Continue to promote wellbeing across the school community – self, staff, parents and community.	Ongoing	Wellbeing framework		At 3 months At 6 months At 9 Months At 12 Months	
	Develop ISPs for students to support successful engagement (as needed)	As required	School Budget	Principal, Teachers	At 3 months At 6 months At 9 Months At 12 Months	
Focus **INCLUSION** *promoting, maintaining, and taking action on the expectation that all students will learn*	**Actions**	**Timelines**	**Resources**	**Responsible Officer**	**AIP Progress**	**Budget Provisioning**
	Review the school's policy for the identification, development, implementation and review of ICPs.	Semester 1	HOSES	Principal Teaching Staff	At 3 months At 6 months At 9 Months At 12 Months	

successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.						
	Support teachers to adjust curriculum delivery at the M1 phase of planning for teaching	Each Term	PATL/Regional Support Staff	Principal	At 3 months At 6 months At 9 Months At 12 Months	