
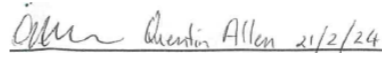





MAPLETON STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



<p>School priority 1: (Implementing) Improve the proportion of students in P-2 & 3-6 achieving a 'B' or better in English & Maths.</p>					<p>Monitoring</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>Success Criteria Teachers can/will:</p> <ul style="list-style-type: none"> Engage in moderation practices using knowledge of curriculum and students to inform teaching and learning that opens 'A level thinking' Use data, including evidence of learning, to provide targeted feedback and inform next steps of differentiated teaching and learning Use the gradual release of responsibility to shift cognitive load in the classroom, monitoring student learning and provide descriptive feedback Further develop learning walls that support assessment literacy and student engagement Engage in instructional coaching with HOD-C & P and external moderation with like schools Engage in learning walks and talks with school leadership team <p>Students can/will:</p> <ul style="list-style-type: none"> Articulate what they need to do in a task that reflects the 'A level thinking' of the unit Produce evidence of learning that reflects the A/B elements of the GTMJ using feedback Engage authentically with the learning wall as the 'third teacher' space <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Develop and implement professional learning to build teacher capability to open 'A level' thinking Engage in learning walks and talks on a regular basis to monitor the impact of professional learning Engage in instructional coaching to build capability Review data to monitor impact, differentiate support and celebrate success 					<p>AIP desired outcomes by the end of 2024:</p> <ul style="list-style-type: none"> P-2 - 68% of students achieving an A or B in English with 15% achieving an A 3-6 - 65% of students achieving an A or B in English with 15% achieving an A P-2 - 67.5% of students achieving an A or B in Math with 20% achieving an A 3-6 - 67.5% of students achieving an A or B in Math with 20% achieving an A <p>AIP supporting outcomes:</p> <ul style="list-style-type: none"> Strong correlation of NAPLAN vs report card data with students achieving 'strong' in NAPLAN reading, language conventions and/or writing and/or numeracy achieving an 'A' or 'B' in English and/or Maths Strong correlation of NAPLAN vs report card data with students achieving 'exceeding' in NAPLAN reading, language conventions and/or writing and/or numeracy achieving an 'A' in English and/or Maths. <p>AIP monitoring process</p> <ul style="list-style-type: none"> Learning walks and talks Evidence of student learning, formative and summative Teacher/Student Feedback Semester 1 & 2 level of achievement data. 				
Term 1	Term 2	Term 3	Term 4																							
<p>Strategies: This will be achieved by</p> <ul style="list-style-type: none"> deepening the understanding of the connections between curriculum teaching, learning and students (AITSL Standards) 					<p>Actions:</p> <ul style="list-style-type: none"> engage teachers in moderation practices that establish curriculum clarity and open 'A level thinking' for version 9 Australian curriculum English and Mathematics build the data literacy of teachers to inform teaching and learning practices that support differentiated teaching and learning refine visible learning strategies that support assessment literacy build the capability of staff to understand the teaching and learning cycle, including the gradual release of responsibility, monitoring learning and evidence driven instruction engage staff in instructional coaching with HOD-C & Principal to build instructional capability, monitor learning and drive next steps of differentiated instruction 					<p>Resources:</p> <ul style="list-style-type: none"> Additional allocation of staffing to run 7 straight classes to support clarity of Australian Curriculum V9 English Additional NCT time (60mins) for teachers to engage in data, curriculum, teaching, learning and moderation practices (\$63000) 																
<p>School priority 2: (Developing) Enhance capability and confidence of teachers in digital teaching and learning practices that connect all students to digital learning opportunities and improve student outcomes.</p>					<p>Monitoring</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>Success Criteria Teachers can/will:</p> <ul style="list-style-type: none"> Share ICT relevant AITSL self-assessment tool questions with school leaders Set a professional goal to improve digital literacies Identify digital literacy embedded within English and Math unit plans Work with colleagues to enact and trail pedagogies and engage in coaching or professional development <p>Students can/will:</p> <ul style="list-style-type: none"> Trial ways to communicate, investigate and create using ICTs Develop skills and support others in the use of ICTs <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Conduct a scan and assess of current practices and capability within ICTs and digital literacies Engage with the community around planning and resources that support to prepare students for a digital future Develop a digital literacy inquiry plan Lead professional learning to enact inquiry plan Audit current ICT resources and forward plan. 					<p>AIP desired outcomes:</p> <ul style="list-style-type: none"> Digital literacies identified in unit plans Students using digital tools to communicate, investigate and create within teaching and learning sequence Staff experiment with the use of ICTs through the teaching and learning sequence Staff engage in AITSL self assessment tool with specific reference to ICT standards. 				
Term 1	Term 2	Term 3	Term 4																							
<p>Strategies:</p> <ul style="list-style-type: none"> Deepen teachers understanding of digital literacies within the Australian Curriculum so that students develop digital literacy knowledge and skills. 					<p>Actions:</p> <ul style="list-style-type: none"> engage in professional learning to familiarise themselves with digital literacies within AC v.9 identify a professional learning goal for digital literacies through APDP review and refine digital literacy professional learning plan using stakeholder feedback 					<p>Resources:</p> <ul style="list-style-type: none"> Additional NCT time (60mins) for teacher to professional learning and coaching to understanding digital literacies (\$63000) 																
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>																										
<p>Principal </p>			<p>P&C/School Council </p>				<p>School Supervisor </p>																			