MAPLETON STATE SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

School priority 1: (Implementing) Improve the proportion of students in P-2 & 3-6 achieving a 'B' or better in English & Maths.	**Monitoring**			
	Term 1	**Term 2**	**Term 3**	**Term 4**

Strategies:
This will be achieved by
- *deepening the understanding of the connections between curriculum teaching, learning and students (AITSL Standards)*

Success Criteria
Teachers can/will:
- 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

Students can/will:
- 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

Leadership team can/will:
- 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

AIP desired outcomes by the end of 2024:
- *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*

AIP supporting outcomes:
- 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.

AIP monitoring process
- Learning walks and talks
- Evidence of student learning, formative and summative
- Teacher/Student Feedback
- Semester 1 & 2 level of achievement data.

Actions:
- 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 capablity, monitor learning and drive next steps of differentiated instruction

Resources:
- 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)

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.	**Monitoring**			
	Term 1	**Term 2**	**Term 3**	**Term 4**

Strategies:
- *Deepen teachers understanding of digital literacies withing the Australian Curriculum so that students develop digital literacy knowledge and skills.*

Success Criteria
Teachers can/will:
- 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

Students can/will:
- Trial ways to communicate, investigate and create using ICTs
- Develop skills and support others in the use of ICTs

Leadership team can/will:
- 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.

AIP desired outcomes:
- 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.

Actions:
- 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

Resources:
- Additional NCT time (60mins) for teacher to professional learning and coaching to understanding digital literacies ($63000)

Approvals

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

Principal | **P&C/School Council** Quentin Allen 21/2/24 | **School Supervisor**

(CM 23/626529)