Nashville State School 2024 Annual Implementation Plan

Priority:
Improved A-C data in English across P-6, with a focus on increasing students exceeding 1 year's growth.

Student Achievement Targets:

By the end of 2024:
(Indicates 2023 EOY results)

Ach	All	FN	SWD
P-2 %			
AB	68	43	20
	(68)	(42)	(19)
AC	90	60	50
	(89)	(57)	(47)
3-6 %			
AB	60	43	35
	(58)	(42)	(32)
AC	95	100	85
	(95)	(100)	(82)
P-6 %			
AB	58	30	20
	(55)	(30)	(17)
AC	95	85	60
	(93)	(82)	(57)

Learning culture

Successful learners through the delivery and alignment of Reading in the Australian Curriculum | School Performance and Wellbeing | Strong partnerships with our community through clear communication | Quality Pedagogy for all learners

Strategies	Key Actions	2024 Targets across 3, 6 and 9 months		Staff Behaviours	Student Behaviours	Leader Behaviours	Officer/s
Implement the Australian Curriculum with rigour and fidelity	Three levels of planning documented across Australian Curriculum - English V9 and stored on SharePoint and offered termly feedback	100% of class teachers participate in planning and feedback cycles each team.	3	• 100% of P-2 teachers participate in termly planning sessions with HOD C constructing English Units embedding V9 • Ensure resources / texts align to V9 and are engaging for our context	• Students know and can articulate the "What they are learning", "Will know" and are able "To do" in their learning as a result of formal, informal, verbal and written feedback	• Lead & develop P – 2 teachers' capacity to understand the AC with alignment and adaptations from V8.4 to V9	• HOD-C • DP • Teachers • Principal
			6	• 100% of P-2 teachers review units and plan at termly sessions with HOD C constructing English Units embedding V9 • 100% of Yr. 3-6 teachers participate delivery in termly planning with HOD C constructing English Units embedding V9 • Ensure resources / texts align to V9 and are engaging for our context		• Lead P-2 teachers to reflect on delivery for future delivery. • Lead & develop P – 6 teachers' capacity to understand the AC with alignment and adaptations from V8.4 to V9	
			9	• 100% of P-6 teachers review units and plan with HOD C constructing English Units embedding V9 • Ensure resources / texts align to V9 and are engaging for our context		• Lead P-6 teachers to reflect on delivery for future delivery	
	Strengthen internal moderation, to ensure consistency in achievement standards	100% of teachers participate in - Pre-Moderation - how to teach and differentiate	3	• Apply knowledge of AC to understand and assess student work consistently and identify key strategies for differentiation		• Lead, release and resource teachers to unpack student need and reflect on differentiation practices	
			6	• Reflect on practices that have been successful, seek support for changes, apply changes of practice and share with colleagues			
			9				
	Strengthen processes to moderate English tasks to track student development across each unit at least once before each assessment period	100% of teachers participate in impact meetings to identify student success and areas for improvement	3	• Identify and articulate to students, their individual strengths and next steps for improvement	• Students know and can articulate their strengths in their learning • Discuss with their teacher areas for improvement • Learn and apply key strategy for improvement	• Release and resource staff to engage in collaborative opportunities through additional planning and Impact time	
			6	• Through work samples ensure students can articulate their individual strengths and show how they have applied next steps for improvement			
			9				
Implement an inclusive approach to the teaching of reading within the Australian Curriculum	Develop a documented shared staff understanding of teaching reading within the Australian Curriculum	100% of teachers develop and enact a whole school approach to the teaching of reading within the Australian Curriculum	3	• Explicitly, systematically and sequentially teach phonemic awareness, phonics, fluency, vocabulary and comprehension • Continue to develop P-2 & 3-6 Reading Placemats including high impact strategies to support development • Teachers are able to identify students who require additional support to meet age-appropriate development or show improvement	• Know and can articulate age-appropriate reading behaviours whilst reading and comprehending. • Identify key reading behaviours to support continued improvement	• Embed teacher's understanding of the synthetic approach to the teaching of reading. • Support the development of P-2 & 3-6 Reading Placemats including high impact strategies to support • Collaborate with cluster schools through walkthroughs and shared learning with a particular focus on the teaching of reading • Release and resource Reading Coach to lead teams and play a role on the school leadership team • Release and resource staff to engage in collaborative opportunities through additional planning and Impact time	• Reading Coach • HOD-C • DP • Teachers • Principal
			6	• Ensure the enactment of P-6 reading placemats utilising the support teachers and teacher aides			
			9	• Share with colleagues, success of students and collaborate with problems of practice • Reflect on student success as a product of change to differentiation			
	Inclusion teachers and Teacher Aides collaborate with classroom teachers to develop capacity to provide targeted intervention for all students	100% of support staff collaboratively plan with classroom teachers and demonstrate targeted intervention for identified students	3	• Collaborate through increased opportunity to build capacity, apply and reflect on current practice	• Work in partnership with Teachers and Teacher Aides to articulate learning on multiple occasions, as a result of targeted intervention and feedback	• Release and resource Inclusion Coordinator to lead teams and play a role on the school leadership team • Release and resource staff to engage in collaborative opportunities through additional planning and Impact time	• Reading Coach • Inclusion Co • HOD-C • DP • Teachers • Principal
			6	• Review, refine and document whole school inclusion systems, including roles, responsibilities, referral and communication across all stakeholders			
			9	• Enacted process to ensure inclusion systems are clear through communication to all stakeholders			
Enhance classroom pedagogy to cater for the full range of learners, including high achieving students	Embed agreed collegial engagement framework to build teacher capability in relevant pedagogical approaches.	100% of teachers participate in observation and feedback cycles each semester.	3	• Participate in self, peer and/or leader observation cycle using identified school protocols - Walkthroughs	• Participate in feedback opportunities to support staff development	• Lead and model the observation and feedback cycle for staff. • Release and resource staff to engage in the process of observation.	• HOD-C • DP • Teachers • Principal
			6	• Participate in self, peer and/or leader observation cycle using identified school protocols – WOW's and Formal observations			
			9	• Participate in self, peer and/or leader observation cycle using identified school protocols WOW's and Walk throughs			
	Strengthen Nashie Walls to support teaching and learning & representation of relevant co-constructed pedagogical approaches.	100% of teachers participate in reflection of student's engagement of Nashie walls	3	• Lead students to co-construct Nashie walls with a focus to support learning through the 3rd teacher	• Participate in opportunities to share how the Nashie Wall supports student learning as the 3rd teacher	• Lead conversations with students & share with teacher's student understanding of how the Nashie Wall supports learning	
			6	• Lead students to co-construct bump-it-up strategies to strengthen students understanding of 'where they are at' in their learning and their 'next steps for lift'.	• Participate in opportunities to share how the Nashie Wall supports students learning to identify their next steps for lift.	• Lead conversations with students and share with teacher's student understanding of how the Nashie Wall supports learning and next steps for lift	
			9				
	Review, identify, develop and start to deliver proactive opportunities to improve student engagement.	Stakeholders contribute to the formation of a whole school wellbeing framework and ignite proactive programs and opportunities to support attendance, resilience and reduction of disciplinary absences	3	• Participate in working parties to identify student wellbeing needs through quantitative and qualitative measures • Review & develop behaviour systems - Student Code of Conduct	• Participate in collaborative opportunities to share personal strengths and areas of need for future success	• Lead and resource opportunities for teachers to identify student wellbeing needs through quantitative and qualitative measures • Release & resource staff to visit and review possible wellbeing programs • Seek external support to strengthen and develop staff understanding of student wellbeing • Engage identified program and plans for whole school professional development in preparation for delivery in 2025	• Reading Coach • Inclusion Co • HOD-C • DP • Teachers • Principal
			6	• Working party reviews student needs and explores evidence-based programs successfully delivered in like schools • Develop school wellbeing framework aligned to student needs			
			9	• Staff participate in student wellbeing professional development to ensure whole school delivery in 2025			
	Develop and introduce school wide culture of empowering growth mindset	100% teachers can articulate how feedback strengthens a whole school approach to growth mindset	3	• Participate in working parties to research effective approaches to building a culture of growth mindset	• Participate in collaborative opportunities of celebrating individual, year level and whole school successes • Participate in collaborative opportunities of identifying, understanding and sharing the feeling of gratitude • Can articulate the attributes and benefits of a growth mindset.	• Lead and resource opportunities for teachers to research and present findings of growth mindset • Release & resource staff to visit and review growth mindset programs in like schools • Seek external support to strengthen and develop staff understanding	• HOD-C • DP • Teachers • Principal
			6	• Collaboratively develop a common language and approach to build a culture of growth mindset • Trial high impact strategies with students			
			9				
Brace Academic Case Management to support student achievement	Sharpen student tracking to improve achievement with teams' multiple times across each term	100% staff participate in Impact meetings multiple times across each term	3	• Review English results each term to identify student and class trends • Identify Impact students, document and implement specific strategies • Collaborate ideas and success to overcome problems of practice	• Participate through student voice and feedback to ensure student centred direction.	• Review and embed ACM process to staff. • Lead ACM review meetings • Document and share identified impact students, strategies and outcomes	• HOD-C • DP • Teachers • Principal
			6				
			9				

Principal – Kurt Rose	Signature and date		P&C President	Signature and date		School Supervisor - Tracy Egan	Signature and date	
	K. Rose	27.2.24					*T. Egal*	27/02/24