



Aitkenvale State School - Annual Implementation Plan 2022

State and Regional Priorities

State School Strategy 2022-2026

- Performance
- Teaching
- Capability
- Partners
- Wellbeing
- Inclusion

NQR Priorities 2022

- Give every child a great start
- Support effective teaching and learning
- Support successful engagement and transitions
- Support effective risk management, control and governance
- Be an employer of choice

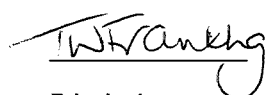
Aitkenvale State School - Explicit Improvement Agenda 2022:

Build the capability of teachers' inclusive practices to:

- manage student behaviour
- explicitly teach writing to **all** students

Actions		Measurable Outcomes		Timelines	Responsible Officer/s
		Baseline data	2022 targets		
Manage student behaviour	Strengthen staff knowledge and application of the Essential Skills for Classroom Management (ESCMs)	<ul style="list-style-type: none"> ➤ Classroom behaviour incidents (OneSchool)- Non-compliant with routine (299), Disruptive (326) ➤ Profiling (whole school sweep) ➤ Pulse Survey ➤ School Opinion Survey – <i>Student Behaviour is well managed</i> (70% staff, 81% parent, 76% student) 	<ul style="list-style-type: none"> ➤ Reduced classroom behaviour incidents by 10% - non-compliant with routine (269) and disruptive (294) ➤ Year 5/6 teachers engage with ESCM training and profiling support to reduce student behaviour in these year levels ➤ Teachers report increased confidence in utilising ESCMs in classrooms ➤ <i>Student behaviour is well managed</i> (80% staff, 91% parent, 86% student) 	Behaviour data- Fortnightly Profiling- Every Semester Survey- Fortnightly (pulse) Annually (SOS)	Principal DP HODSS EST Teachers
	Develop a personalised learning approach to support disengaged Indigenous students	<ul style="list-style-type: none"> ➤ % Indigenous students with attendance less than 85% (67.7%) ➤ Whole school indigenous attendance (76.1%) 	<ul style="list-style-type: none"> ➤ % Indigenous students with attendance less than 85% (target 60%) ➤ Whole school Indigenous attendance increase to 80% 	Attendance data- Fortnightly	DP EST Youth Worker IPCAPS team
	Support students in tier 2 and 3 using evidence-based strategies	Number of students receiving tier 2 & 3 support <ul style="list-style-type: none"> ➤ Behaviour – Tier 2 (46 students), Tier 3 (28 students) ➤ Literacy – 2021 Sparkle % below benchmark (Prep 42%, Yr1 52%, Yr2 40%, Yr3 74%, Yr4 72%, Yr5 79%) 	<ul style="list-style-type: none"> ➤ 100% of students requiring tier 2 and 3 intervention receive targeted support ➤ 80% of students achieving year level Sparkle benchmark (prep – year 2) ➤ 90% of students achieving year level Sparkle benchmark (year 3 – 6 + EALD) 	CM wall- Fortnightly Sparkle- Each term	DP GO HODSS HODI HODC
Explicitly teach writing to all students	Build staff clarity of writing within the English curriculum	<ul style="list-style-type: none"> ➤ Prep to Year 6 LOA (English) Semester 2 2021 LOA C or better (English) Year 6 – 58.1% (20% A or B) Year 5 – 80% (31% A or B) Year 4- 70.4% Year 3 – 82.7% Year 2 – 69.3% Year 1 – 78% ➤ 5 Q for teachers and students ➤ Learning walk data ➤ Pulse Survey ➤ School Opinion Survey I have access to relevant professional development. (78.4%) I receive useful feedback about my work at this school (79.5%) 	<ul style="list-style-type: none"> ➤ LOA data 80% C or better in English ➤ LOA 35% A or B in English Years 5 & 6 ➤ 95% of teachers and students are able to answer the 5Q confidently ➤ Teachers report increased confidence in explicitly teaching writing demands of the curriculum School Opinion Survey <ul style="list-style-type: none"> ➤ I have access to relevant professional development. (83%) ➤ I receive useful feedback about my work at this school (84%) 	LOA- Each term 5Q- Week 5 each term Survey- Fortnightly (pulse) Annually (SOS)	HODC HODI IST Teachers
	Plan and prepare English curriculum in and out for all students using the Gradual Release of Responsibility Model and UDL Framework				
	Reinvigorate the consistent use of Learning Intention and Success Criteria. Utilise Learning Walls to provide descriptive feedback of writing within the English curriculum.				
	Provide opportunities for teachers to observe each other and provide feedback on writing within the English curriculum.				
	Embed strategies to moderate student writing within the English curriculum.				

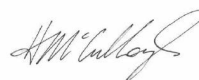
Endorsement - This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C / School Council



Assistant Regional Director