



East Brisbane State School Annual Implementation Plan 2021



School Improvement Priorities 2022

By the end of 2022, identified core practices and common language will be consistent and connected across all learning areas. This will result in improved learning outcomes for all students in the Areas of English and Mathematics and be demonstrated by improved school-based data across A-E standards.

Actions	Targets	Timelines	Responsible Officer/s
Consistency			
Continue to enhance the use of 'Bump it Up' walls in all classrooms to create self-directed, assessment-literate learners. <i>A focus in 2022 will be on co-construction.</i>	Evidence-based cycles of inquiry.	Ongoing	All Staff
Head of Curriculum and Literacy Coach to drive the sustainability and precision of the Lyn Sharratt work, including 'Assessment Waterfall', Case Management (<i>Marker Students</i>) and Learning Walks and Talks. Use the language of Sharratt's five questions as a basis of good classroom practice and learning check-ins.	Agreed practices documented and part of pedagogical framework	Each Term	Teachers
Have alignment regarding agreed classroom artefacts. Teachers display artefacts relating to Zones of Regulation, Learning Intention, Success Criteria, Philosophy tool kit, Student Code of Conduct and Sensational Sentences.	100% of teachers (including specialists) have artefacts displayed in their rooms	Ongoing	Leadership Teachers
Review Student Code of Conduct that was established in 2020 with a focus on supportive, preventative and positive management strategies. Ensure that 'steps' are being utilised a consistent whole school approach to behaviour management with a focus on positive acknowledgement for students.	100% of staff and students to be able to articulate school-wide expectations and processes.	Term 1	All Staff
Core Pedagogical Practices			
Collaboratively develop Observation and Feedback Protocols related to the EBSS Pedagogical Framework that allow for teachers to engage with colleagues and receive purposeful feedback for improvement.	100% agreed and consistent teaching practices	Ongoing	Leadership

Literacy Coach to work side-by-side with teachers to support the implementation of casting 'Sensational Sentences' based on the Writers' Toolbox Framework - particular support will be given to teachers that are new or returning to the school.	100% of teachers implementing WTE Sentence Type Framework	Ongoing	Teachers
Structure the LIFT program to focus specifically on Guided Writing.	All classes incorporate Guided Writing as part of LIFT program	Ongoing	Leadership Teachers
Specifically timetable and provide Human Resourcing for 'intervention' to support at risk student progress towards attaining a C level of achievement in English.	100% of 'at risk' learners receiving targeted support.	Ongoing	STLaN, SAT members and Principal
Common Language			
Continue use of Writers Toolbox to build common language for writing moderation and teaching.	Marking Guides and Literacy Continuum utilised to inform next steps for learning	Each term	Teachers
Continue to expand the use of the Literacy Continuum in Reading Comprehension and Writing to set goals for student learning.	100% of teachers understand the next steps for learning for each student and set SMART goals related to this.	Each Term	Leadership Teachers
Connectedness			
Establish a network of ECECs in the local area to ensure successful transitions to school for incoming 2022 Preps.	Network established with regular meetings and shared agenda.	End of Year	Prep Teachers Curriculum Leaders Principal
Establish and maintain connections with local schools - coordinate and implement moderation conducted at different phases in learning cycle - 4M	Staff participating in at least one external moderation per semester	End of Year	Curriculum Leaders
Investigate and implement a student-centred wellbeing program that complements the Zones of Regulation.	100% of students feel accepted and can talk to their teachers.	Ongoing	Leadership Teachers Teacher Aides

Endorsement

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

Principal

P and C

Hugh Jessford

Assistant Regional Director