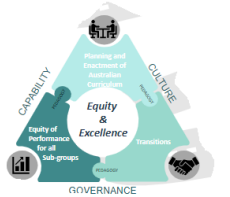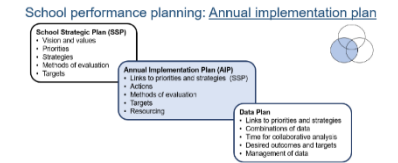# Equity and Excellence - *Realising the potential of every student*

Sandy Strait State School Annual Improvement Plan 2023

Improvement Priority – to collaboratively develop, lead and monitor an explicit improvement agenda focussed on

First Class teaching and learning of the Australian Curriculum through Intentional Inclusion – Mindset, Agency, Appreciation and Positioning

12 Month Success Criteria	
12 Month Success Criteria: • Sandy Strait SS **staff and community** have a **shared knowledge, understanding and ownership** of the school's EIA on delivering the **Australian Curriculum** using **Intentional Inclusion** • All teaching team members (teachers and teacher aides) are involved in professional dialogue and PD to develop knowledge and capability of Inclusive Education • Year 3, 4 & 5 Teaching Teams successfully implement inclusive education support structures • Inclusive educational practices are planned for and implemented across learning areas	Leading School Improvement

Planning and Enacting the Intended Curriculum	Baseline (2022)	6 Month progress	12 Month progress
Every school has a systematic approach to lead, monitor and review curriculum, teaching, and learning from the intended through to the planned curriculum. • Delivering the Australian Curriculum through Intentional Inclusion • Teachers are knowledgeable and confident embedding inclusive educational practices • Every student engaged in high quality learning in an inclusive environment • School community partnerships through Intentional Collaboration	*English Achievement* *P-2 – 86.5% A-C; 47% A-B* *3-6 - 90% A-C; 42% A-B* *Mathematics Achievement* *P-2 - 89% A-C; 56% A-B* *3-6 - 93% A-C; 55% A-B*	*English Achievement* *P-2 - 88% A-C; 50% A-B* *3-6 - 91% A-C; 45% A-B* *Mathematics Achievement* *P-2 - 90% A-C; 57% A-B* *3-6 - 93% A-C; 56% A-B*	*English Achievement* *P-2 - 90% A-C; 52% A-B* *3-6 - 92% A-C; 47% A-B* *Mathematics Achievement* *P-2 - 91% A-C; 58% A-B* *3-6 - 94% A-C; 57% A-B*
Driving Equity of Performance for all Learners	**Baseline (2022)**	**6 Month progress**	**12 Month progress**
All leaders will build their understanding and skills to implement inclusive practices that ensure parity for all sub-groups, strengthen processes to remove barriers to success, and work together with communities to maximise student achievement, engagement and retention. • Take responsibility for all learners every day of the week - No group outperforming another • Continue to enact key strategies in alignment with our inclusive education journey • Focusing on systematic curriculum delivery, effective pedagogical practices and expert teaching teams to inform differentiated teaching and learning next steps for students and teachers	*English Achievement* *ATSI P-2 - 75% A-C; 36% A-B* *ATSI 3-6 - 79% A-C; 31% A-B* *SWD P-2 - 75% A-C; 29% A-B* *SWD 3-6 - 69% A-C; 19% A-B* *OOHC P-2 - 56% A-C; 33% A-B* *OOHC 3-6 - 75% A-C; 42% A-B* *Mathematics Achievement* *ATSI P-2 – 82%% A-C; 34% A-B* *ATSI 3-6 - 85% A-C; 37% A-B* *SWD P-2 - 77% A-C; 29% A-B* *SWD 3-6 - 81% A-C; 19% A-B* *OOHC P-2 - 89% A-C; 33% A-B* *OOHC 3-6 - 87% A-C; 41% A-B* **SSSS Data Dashboard**	*English Achievement* *ATSI P-2 - 77% A-C; 38% A-B* *ATSI 3-6 - 80% A-C; 33% A-B* *SWD P-2 - 77% A-C; 31% A-B* *SWD 3-6 - 71% A-C; 21% A-B* *OOHC P-2 - 58% A-C; 35% A-B* *OOHC 3-6 - 77% A-C; 44% A-B* ` *Mathematics Achievement* *ATSI P-2 - 84% A-C; 36% A-B* *ATSI 3-6 - 87% A-C; 39% A-B* *SWD P-2 - 79% A-C; 31% A-B* *SWD 3-6 - 83% A-C; 21% A-B* *OOHC P-2 - 90% A-C; 35% A-B* *OOHC 3-6 - 89% A-C; 43% A-B*	*English Achievement* *ATSI P-2 - 79% A-C; 40% A-B* *ATSI 3-6 - 82% A-C; 35% A-B* *SWD P-2 - 79% A-C; 80% A-B* *SWD 3-6 - 73% A-C; 23% A-B* *OOHC P-2 - 60% A-C; 37% A-B* *OOHC 3-6 - 79% A-C; 46% A-B* *Mathematics Achievement* *ATSI P-2 - 86% A-C; 38% A-B* *ATSI 3-6 - 89% A-C; 41% A-B* *SWD P-2 - 81% A-C; 33% A-B* *SWD 3-6 - 85% A-C; 23% A-B* *OOHC P-2 -91% A-C; 37% A-B* *OOHC 3-6 - 90% A-C; 45% A-B*
Driving successful transitions and meaningful pathways	**Baseline (2022)**	**6 Month progress**	**12 Month progress**
All children and young people will successfully transition from any program/year level supported through focussed activities, events, intentional engagement, learning and wellbeing programs, case management practices and shared collaboration with students, parents and staff. • Knowing each student, maximising learning and building positive relationships			

The 2023 Improvement Priority: *First Class teaching and learning of the Australian Curriculum through Intentional Inclusion*.

Planning and Enacting the Curriculum
- Delivering the Australian Curriculum to ensure every student is engaged in first class learning
- Teachers are knowledgeable and confident embedding inclusive educational practices
- Every student engaged in high quality learning in an inclusive environment
- School community partnerships through Intentional Collaboration

	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts

Planning and Enacting the Curriculum	**Strategy 1**
	Teaching & Capability
	- A focus on the capability and capacity to enact a deep understanding of the P12 CARF.
	- Develop a whole school approach to inclusive teaching of reading and writing using evidence-based practice to improve teacher capacity and student results with fidelity.
	- P-2 Team - Continue to engage in evidence informed cycle of inquiry using a range of data to inform teaching and learning
	- Observation/walkthrough feedback cycle
	- Parent engagement, participation and feedback.
	
	Strategy 2
	Inclusive Education
	- *Promoting, maintaining, and taking action on the expectation that all students will learn successfully and*
		End of Term 1, behaviourally
		Students can/will
		- Every student has access to a 'living' learning wall in English
		- Every student can answer the 5 research-based questions about learning in English.
		- All students need to experience all content- modelled and shared whole class lessons
		Teachers can/will
		Systematic curriculum delivery
		- Precise moderation practices (pre-moderation, collaborative assessment of student work and folio moderation) developing professional practice collaboratively and contributing to the learning of others.
		  o Every unit of work identifies the reading and writing demands of the assessment or monitoring task
		  o Reading and writing goals for the unit are identified
		  e.g. What is the success criteria for C, B, A?
		  Differentiation - How will you know your students have succeeded? Refer to Maker Model Guiding Questions
		- Use supplementary adjustments to support students with disabilities, e.g. – personalised graphic organisers, flexible groupings, focussed teaching
		- Identify barriers to specific disabilities and plan for effective supports (access and participation)
		'Change in Knowledge' inclusive teaching of reading and writing using evidence-based practice to improve teacher capacity and student results with fidelity.
		- 2-day PD at Reading Centre - continue to upskill staff
		- Sounds Write training – Teacher Aide; Leadership Team (4); HOSES; Year 2 Teachers (6)
		- Follow up year level and phase meeting reviews and reflections from training November and Jan-June;
		- Year 3-6 key staff Reading & Writing PD (Building Change in Knowledge);
		'Change in Practice' using Instructional Leadership
		- Regular leadership team walk-through to observe and provide year level feedback.
			School Budget
			Salary - teacher release $9,000.00
			- 4 days per teacher (4) during online training and parent sessions 2 X 1/2 days teacher release
			Teacher activities (training, workshops, conferences, research etc) $8,800.00
			- Online Training PD 10 x $880 Year 2, Intervention, Leadership
			Family/community activities (workshops, engagement, resourcing $1,200.00
			- Prep and Year 1 Parent Information Sessions including take home packs
			
			I4S Funding
			T/Aide's $280, 000
			HOD-C $88.000
			SLP - $24,000
			PLC/NCT - $76, 000
				Leadership team
				
				Teachers
				
				P-2 Committee
				
				Teacher Aides
				
				Parents
				
				P&C
				
				HOD-C
				
				HOSES
				
				SST
					APR
					
					School opinion survey
					
					School Community Newsletter
					
					Website
					
					Social Media
					
					Survey/s
					
					Sign on sheets
					
					Professional Learning Planner
					
					Collegial Engagement Framework
					
					Data Plan
					
					Anchor Charts
					
					Moderation Calendar

understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.
- Supporting teachers to adjust curriculum delivery at the M1 phase of planning for teaching
- continue to embed the collaborative teaching and learning model across all classrooms
	- P-2 Reading & Writing Committee as coaches to support teachers in implementation by responding to questions, modelling lessons and feedback once a term.
	- Established resource sharing with checks by committee to determine if resources are in line with Sounds Write;
	   o Modelling, observation, feedback, coaching, and goal setting;
	   o Feedback on planning, pace, amount of content, and script adherence
	Teaching and Learning
	- Team planning via a consistent planning document outlining fortnightly instruction for each year level (i.e. which Sounds-Write lessons and which words/how many words across the ten days in the fortnight);
	- Scheduled Professional Learning Communities - Collaboration within and across year levels in professional learning planner.
	Leaders can/will
	- Leadership team observation and learning walk and talk in every classroom each term with provision of feedback to teachers through 5 questions for students
	- Develop a whole school approach to systematically teaching reading and writing in the curriculum (documentation)
	- Ongoing review of targeted use of human and physical resources, e.g. support teachers working collaboratively with classroom teachers, analysing data to identify students requiring support (intervention)
	- Provide ongoing PD access
	Parents & Community can/will
	- Prep and Year 1 Parent Information Sessions - Engage, participate and give feedback
	- Engage and collaborate to develop inclusive education anchoring statement
				Intentional Collaboration OneNote
				- **Case Management Notes**
				- **Meeting/ Agendas**
				
				Leadership Meeting OneNote

	End Term 2, behaviourally **Students can/will** - Every student has access to a 'living' learning wall in English - Every student can answer the 5 research-based questions about learning in English. - All students need to experience all content- modelled and shared whole class lessons **Teachers can/will** - Continue 'Change in Knowledge' inclusive teaching of reading and writing using evidence-based practice to improve teacher capacity and student results with fidelity. - Development and check in of Sounds Write monitoring and assessment tools ***Effective Pedagogical Practices*** - Continue to engage with CASW as a strategy to analyse student work and next learning steps to support case management. - Every classroom has a learning wall with minimum expectations of A, B, C samples of student work aligned to the GTMJ with a focus on BIU Wall component	Materials/resources $11,000.00 - Decodable readers **PLCs, staff meetings, Twilights**		Reading data and evidence of student learning will be collected and analysed to inform teaching in line with the Sandy Strait State School Data Plan. Data Walls

		- Use pedagogical practices and teaching strategies to differentiate teaching and learning in ways that respond to all students learning needs (documented in M1)
		    o Models for engaging students successfully selected
		    o Evidence based teaching strategies are implemented
		    o Explicit instruction is implemented based on data and effect size
		    o Reading comprehension strategies are selected based on data
		Expert teaching teams
		- Identify the expert teachers of reading and writing
		- Expert teachers and curriculum leaders mentoring and coaching other staff
		- Opportunities for teams of teachers to analyse student data and plan 'next steps' teaching
		  PLC Meetings Focus:
		    o Co-Construction Data Wall
		    o Case Management
		    o Collaborative Assessment of Student Work (M1.9 CASW)
		    o Moderation Processes (M1-M4)
		- Regular feedback is provided to teachers on their teaching of reading e.g. Sounds-Write coaching and feedback cycle
		Leaders can/will
		- Review the CARP each semester to give line of sight to the enactment of level 1 planning
		- Leadership team line of site visits to classrooms asking 5 questions for students
		- Familiarise staff with v9 Australian Curriculum
		- Regular feedback is provided to teachers on their teaching, using the agreed instruction approaches and teaching guides
		Resourcing decodable readers (annually);
		Parents & Community can/will
		- use decodable readers for Home reading;
		- view demonstration videos sent via School Communication systems;
		- view curriculum newsletters, social media messages			

		End of Term 3, behaviourally - A-E Data - percentage of students achieving a C or above or an A in English increase across year levels; - Review of Sounds Write monitoring and assessment tools **Students can/will** - Realise their potential through differentiated supports (know how to improve, strategies and where to go for help) - Use assistive technologies **Teachers can/will** - be confident in capability in digital teaching and learning for differentiated support, implement and share strategies - Use assistive technology to differentiate and provide adjustments for students **Leaders can/will** - Continue to provide ongoing PD access			

Driving Equity of Performance for all sub-groups
- *Continue to enact key strategies in alignment with our inclusive education journey*
- *Take responsibility for all learners every day of the week - No group outperforming another*

Driving Equity of Performance for all sub-groups

Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
Strategy 1 Create Inclusive Education Anchor Statement **Strategy 2** **Educational Achievement** - At the end of each term, A – E achievement data for English is collected across P – 6 (Disaggregated to drive equity) - Year level Data Wall completed identifying stakeholder data (IDNG, OHC, SWD, Attendance, Achievement) - Achievement ladders completed in OneSchool using class Markbook each term. - Routine for Moderation, CASW and Case Management published on Term Planner and Professional Learning Plan - Every class teacher identifies two CM students each term for 'lift' to next achievement level (D-C and B-A) - Use of formative data to track progress with Sounds-Write program **Strategy 3** - Line of Sight -> Leadership team develop a daily	**End Term 1, behaviourally** Data Plan endorsed, Year Level Data Walls established, CM students identified with strategies, Semester Moderation Calendar established **Students can/will** - Know learning goals and success criteria - Know strategies - Are included and engaged in the classroom **Teachers can/will** - Co-construct data walls (Know all their learners) - Know each student and understand what works best for them - Identify case management students with strategies - Shared understanding BIU walls, BIU in APRs, 'look fors' established - engage in coaching feedback cycle (P-2) especially with Sounds-Write delivery of program - Teachers will respond to additional information from SST about the functional needs of students referred **Leaders can/will** - establish PLC – Intentional Inclusion Team fortnightly meetings to build capability of team (inclusive of HOSES, support teachers, GO, SLP, HOD-C) delivering tailor specific PD - work with school community to collaboratively develop shared vision statement of Inclusive Education - Develop data plan with LCC and data team - Moderation calendar established - Support case management of vulnerable students through case management partnerships (Year level Data Wall completed identifying stakeholder data (IDNG, OHC, SWD, Attendance, Achievement) **Term 2, behaviourally** Achievement Ladders established in OneSchool, Review of Year Level Data Wall, Disaggregated data displays, CM student performance review including CASW, new markers identified **Students can/will** - have greater voice in learning - Know strategies - Know next steps **Teachers can/will** - develop understanding of inclusive education practices in cohort context - Provide descriptive feedback - Build data literacy and deepen AC understanding for lifting student to next achievement level (B-A) - share practice within year level- best practice examples, class visits	**School Budget** **PLC** Specialist Teachers to support PLC Meeting Process - Science/Design & Tech - HASS - HPE - Health **SWD $8,000** **14S Budget (see above)**	**Strategy 1** *Anchor Statement* Leadership Team **Strategy 2** *A-E data* Leadership Team Teaching Staff Data Team **Strategy 3** *LWT strategy* Leadership team **Strategy 4** SST **Strategy 5** *Scan & Assess* NCR S&A Team	Anchor Statement Photo Video Survey 5 Qs Case Management Student OneSchool Behaviour Data Plan Each Term photographic sampling

strategy of Learning Walks and Talks using the 5 questions to monitor learning progression and Leadership actions. **Strategy 4** - Referral Process Student Support Team - PLC Intentional Inclusion Team **Strategy 5** - Engage regional partners to conduct scan and assess to provide external review of inclusive practices. **Strategy 6** - Embed a consistency of Third Teacher practice across the school with a focus on Bump it Up Walls (differentiated descriptive feedback) component of Learning Walls	- engage in coaching feedback cycle (P-2) especially with Sounds-Write delivery of program **Leaders can/will** - articulate and present to staff and community research based inclusive practices embedded at Sandy Strait - Daily routines of practice established - Scan & Assess completed, findings received - Review Data Pulse **Term 3, behaviourally** - Refinement of strategy for disaggregated data **Students can/will** - have greater voice in learning - Know strategies - Know next steps **Teachers can/will** - share practice out of year level- best practice examples, class visits - engage in coaching feedback cycle (P-2) especially with Sounds-Write delivery of program **Leaders can/will** - refine and deliver a whole school vision statement of Inclusive Education - LWTs inform leadership actions - Reflection / planning outcomes and actions from Scan & Assess - Review and refine support teacher process aligning all personnel to Whole School Support model supporting all students			

Driving successful transitions and meaningful pathways
- ### *Knowing each child and student's needs to support positive and confident transitions into and through school*

	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
Driving Successful Transitions and meaningful pathways	**Before School Transitions- Strong Start Program** - Playgroup (Monday) - KindyLinQ (Wednesday) - "Strivers" program in Term 4 - Pre-Prep program commencing Term 3 Additional Strategies - Support case management of vulnerable students through the development of partnerships - Support vulnerable students through case management practices	**Strong Start Program** Every prep teacher: - Has an awareness of student disaggregated data upon enrolment. - Has relevant NCCD documentation for students as required - Contacts all families prior to enrolment at school Every Prep child: - Participates in a targeted pre-prep program - Completes a 30-minute pre-prep interview with prep staff - Feel safe and supported upon their transition to Sandy Strait **Case Management** Teachers will know and enact: - previous 'case managed students' and effective previously used strategies **In-School Transition** - Intensive transition needs students are identified beginning of Term 4- transition including social stories, connections with future teacher and contact with parents made midway through Term 4 - Whole school transition day held towards the end of Term 4 - "Class transition profile" staff meeting held towards end of Term 4 - Scheduled Term 4 meetings with current and new teachers of vulnerable and high support needs students - Tier 3 Transition Begins Student Class Placement **High School Transition** - All students intended High School is identified in Term 4 and shared with high school. - Relationships are formed with Junior High School teachers/staff of local High Schools – combined activities - Disaggregated Data- Students with SWD - Opportunities for staff from High School to meet with relevant SSSS staff.	PLC case management process as identified in Section 2. Strong Start- 0.2FTE of Teacher Strong Start- 10.85hours/week of AO3/TA	Administration Team Strong Start Coordinator Guidance Officer School Chaplain	Behaviour data in Term 1 Playgroup and KindyLinQ brochures NCCD OneSchool data

Governance & Management	Term 1	Term 2	Term 3	Term 4
SAR		Finalise & link to SSSS website		
AIP	Plan, finalise & implement Ongoing review/reference	Ongoing review/reference	Ongoing review/reference	Ongoing review/reference Plan and develop
I4S	Targeted funding in AIP			LCC Consultation
Budget	Devise and finalise Establish Budget Committee	Budget Committee Wk 2 & 9	Budget Committee Wk 2 & 9	Budget Committee Wk 2 & 9
Data Plan	Review and update			Review and update
Annual Safety Assessment			Review and update	
Evacuation Drill	Week 6		Week 6	
Lock Down Drill		Week 6		Week 6
WHS Meeting Minutes	Tuesday Week 8 (committee)	Tuesday Week 8 (committee)	Tuesday Week 8 (committee)	Tuesday Week 8 (committee)
Emergency Response Plan				Reviewed, updated & submitted to Region
Enrolment Management Plan	Ongoing review	Ongoing review	Ongoing review	Ongoing review
P & C Executive	Final 2022 P&C meeting AGM for 2023	Two general meetings	Two general meetings	Two general meetings
P & C Financial	Audit prepared and presented at AGM			
Internal Audit		*When identified*		
Mandatory Training	All staff by end of Term 1			
Finance Actual/Planned	Review and report	Review and report	Review and report	Review and report

(Left vertical header: Governance and Management)

Endorsement

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

_____   _____   _____

Principal   P and C / School Council   Assistant Regional Director