



Graceville State School Annual Implementation Plan 2022

School Improvement Priorities

Strategy 1			
Assessment for Learning in English	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Whole school focus on 'Assessment for Learning is Key' belief. An Assessment for Learning team will regularly debrief with teachers, seek feedback, monitor progress and adapt implementation as identified to help develop an assessment disposition within our teachers. A Cycle of Inquiry learning model will be used to develop the skills of our teachers and measure impact on student learning. The inquiry cycle will be supported by a schedule of pre and post conversations with Triad inquiry partners and coaches. Student voice will be collected and analysed to monitor the development of assessment literate students. HOC to collaboratively plan with each year level. 	<ul style="list-style-type: none"> 100% of teachers will identify and deliberately work on a goal aligned to Assessment for Learning is Key. 100% of teachers will be involved in cycles of inquiry – 16 Triad groups (50 teachers). 100% of class teachers involved in internal moderation M 1-4. 4% improvement in 'A' English overall, compared to Semester 2 2021. 	<ul style="list-style-type: none"> Collaborative writing planning sessions each term including M1 -4 moderation. Term 1-4 Adaptive Growth Continuum - Cycles of Inquiry, Triads and Growth Coaching Term 1-4 one child per class to represent student voice on progress towards becoming assessment literate students- collect, analyse and feed back to teachers for reflection. 	<ul style="list-style-type: none"> Accountable officers: Principal, HOC Responsible Officers: Coaches, Class Teachers, Assessment for Learning team.
Strategy 2			
Conceptual Curriculum Development aligned to the Australian Curriculum	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Inquiry team to use research and teacher and student voice from 2021 Inquiry, to design and develop a Conceptual Curriculum to integrate aspects of the Australian Curriculum. Inquiry team to provide professional learning to staff in how to implement and enact the Conceptual Curriculum. <p>2022 Essentials to continue building an Inquiry Approach and develop a Culture of Learning for all:</p> <ul style="list-style-type: none"> Embed the values and guiding principles co-created in 2020 about and for student learning across the curriculum. Enhance a student-centred approach through the Cultural Markers of Student Learning at the Heart, High Expectations and Student Voice and Ownership. Enhance asset and disposition understanding associated with the Learning Assets. Plan and engage in Learning Walks in each other's classrooms – to highlight the visible evidence of Inquiry across the school. HOC – Leader of Inquiry Learning to work alongside teachers, facilitate collaborative planning and liaise with Kath Murdoch and network schools. Kath Murdoch (inquiry consultant and expert in the field) to work alongside school to help further develop the empowerment of lifelong learners through a student centred, Inquiry approach to Learning. 	<p>100% of classroom teachers to implement the identified Essentials during 2022.</p> <p>100% of classroom teachers to engage in professional learning for how to implement and enact a conceptual curriculum.</p>	<p>Kath Murdoch PL sessions (T- 1, 2, 3)</p> <p>Semester 1 Learning Agreements, Revision Learning Assets/dispositions. Student reflections as evidence to inform planning.</p> <p>Collaborative Planning FN: AC HASS & Science, Inquiry approach, Visible Thinking.</p> <p>Inquiry team to plan and deliver the professional learning for class teachers – T2-4.</p>	<p>Accountable Officers: HOC, Principal & DP.</p> <p>Responsible officers: Inquiry co-creation team</p>

Endorsement

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

Principal

P and C

Assistant Regional Director

