

Runcorn State School

2023 Annual Implementation Plan



School Improvement Priorities

Teaching of Literacy

Focus on the process of teaching Literacy within the Australian Curriculum

- Gradual Release of responsibility
- Feedback: Reading and Writing Goals for each student

Thinking & inquiry

- Focus on common language, culture and planning

Caring, positive and inclusive community connections

- Planned, implemented, documented

Educational Achievement

Targets		
<ul style="list-style-type: none">• A-E school-based targets for First Nations students: 90% C or above• 100% of staff delivering effective reading and writing programs• 100% of students know what they are learning and what they need to do to improve (goals) in reading and writing• All teachers giving quality feedback and students having individual learning goals• Diagnostic reading data for P-2<ul style="list-style-type: none">○ 85% at Reading Benchmarks○ 60-65% U2B in reading (NAPLAN & A/B English)○ Minimum 0.4 effect size for all students• 100% of teachers using thinking routines and implementing inquiry learning.		
Strategy 1: Enhance and embed the whole school practices around the teaching of Literacy within the Australian Curriculum.		
Actions	Timelines	Responsible Officer/s
Ensure Guided, Modelled, Shared and Independent practices are aligned with the Australian Curriculum and are consistently used across the school.	Sem 1, 2023	Principal DP HOD T&L HOD Inclusion
Ensure the Runcorn reading and writing framework is enacted in each classroom consistently across the school.	Sem 1, 2023	
Continue goal setting and feedback in classrooms and track through learning walks and walk-through, coaching and feedback.	Sem 1, 2023	
Case-manage any First Nation student not reaching whole school benchmarks.		
Strategy 2: Continue to develop a whole school strategy focused on critical and creative thinking		
Continue growing Inquiry Stance in planning for learning, in and across classrooms, building of staff capacity, and in our community	Ongoing	Principal DP HOD T&L HOD Inclusion
Prioritise opportunities for student led inquiries and connected curriculum across all Learning Areas		
Sharing of inquiry practice by all teachers regardless of experience		
Implement the whole school inquiry pedagogy success criteria		
Strategy 3: Authentic implementation of the Australian Curriculum		
All teaching and learning reflects a connected curriculum & General Capabilities	Ongoing	Principal DP HOD T&L HOD/Inclusion
Continue to refine and embed current in-school and cluster moderation processes.	Ongoing	
Deepen understanding of all elements of the Australian Curriculum in order to deliver teaching and learning programs that reflects authentic connection to Learning Areas, students and their unique needs.	Ongoing	
Authentic and strategic use of differentiation strategies are planned for, implemented and documented in both teaching and assessment.	Ongoing	
Strategy 4: Starting strong and building on foundations - successful transitions for all students		
Implement transition plans for Kindy to Prep and Year Six to high school	Ongoing	DP Year 6 teachers Prep teachers

Wellbeing and Engagement

Targets		
<ul style="list-style-type: none"> • Improvement in SOS staff morale to above 90% • A or B for effort 75% or more students 		
Strategy 1: Focus on promoting health and wellbeing within and beyond school		
Actions	Timelines	Responsible Officer/s
Grow established Wellbeing Team	Ongoing	Principal DP HOD T&L HOD Inclusion Wellbeing Team
Create opportunities for the staff to engage in wellness activities of choice		
Develop consistency of 'You Can Do It' practices across school aligned to school values and beliefs and the learner assets.		
Wellbeing prioritised by all staff		

Continuous Improvement

Targets		
<ul style="list-style-type: none"> • All staff will participate in targeted coaching to ensure high quality pedagogical practices • All staff deliver effective reading and writing programs • 95% or above – SOS 'my teacher gives me feedback'. 		
Strategy 1: Improve teacher capacity to authentically read, analyse and use student data to inform future teaching using research based pedagogical strategies.		
Actions	Timelines	Responsible Officer/s
Use, monitor and quality assure data from a range of sources to determine student progress and develop strategies for continual student improvement.	Ongoing	Principal DP HOD T&L HOD Inclusion
Continue to build staff data literacy through case management meetings, data impact conversations, coaching conversations and tracking marker students		
Provide opportunities for staff to engage in observations, feedback, coaching and mentoring		
Data informed targeted intervention programs.		

Culture and Inclusion

Targets		
<ul style="list-style-type: none"> • SOS 100% of parents think this is a good school • Reduce <85% attendance to 5% • Improve SOS on 'communication' and 'taking opinions seriously' to above 90% 		
Strategy 1: Working with the school community to ensure the best outcomes for students		
Actions	Timelines	Responsible Officer/s
Provide opportunities for parents and community to re-engage in more aspects of school life through open door policy, parent workshops and less formal information sharing sessions	Ongoing	Principal DP HOD T&L HOD Inclusion
Work with P&C and School Council to advance capability and shared vision for Runcorn State School		
Review and refine communication processes using schoolzine, Facebook and other preferred channels to increase access for all families		
Explore opportunities to make connections with outside networks to form strong and strategic partnerships including implementing the Reconciliation Action Plan (RAP)		

Endorsement

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

 Jasmin Stewart	 Zoe Ford
Principal	P&C / School Council