



# MORAYFIELD EAST STATE SCHOOL

## 2022 Explicit Improvement Agenda

### READING, EFFECTIVE PEDAGOGICAL PRACTICES

**Improvement** - students successfully achieving Year Level, A-C targets in English, by the end of the year

## READING

*Build staff knowledge and capability in reading through a “Whole School Approach to Reading”; Establish effective Literacy Instruction and a balanced Literacy Block aligned with Clarity (Lyn Sharratt) with a focus on transference of reading skills to writing; Build student engagement and ensure systematic delivery of the Australian Curriculum*

- 85% of students successfully reading at benchmark expectations or above
- Embed a **Whole School Approach to Reading** (Pearson/Sharratt)
- Continue to align reading expectations with **Australian Curriculum – Achievement Standards, P-10 Literacy Continuum**
- Utilise collegial **learning walks** to support teachers embedding the procedures of reading (**Modelled, Shared, Guided, Independent**) within the **Whole School Approach to Reading**
- Enhance collaborative engagement in **Data Conversations** to triangulate data (**PM; Early Start**) to set reading goals (Literacy Continuum) and to inform differentiated practice
- Monitor student progress over time through further development of **Case Management** processes (Clarity-Lyn Sharratt)
- Track reading growth termly through PM diagnostic tool
- **Intentional collaboration**- LST's and IST's co-teaching with teachers (processes of reading with **transference to writing**)
- Implement 4x 2 hour focused **literacy block** (Prep to Year 3) and 3x 2 hour focused **literacy block** (Year 4 to Year 6) which incorporates (modelled, shared, guided, independent, reading and writing)
- Establish effective Literacy Instruction and **balanced Literacy Block** align with **Clarity** (Lyn Sharratt) as part of the **Whole School Approach to Reading**
- Continue to build **data literacy** of all staff using termly **Data Conversations** (Clarity- Lyn Sharratt) and the **Inquiry Cycle Data Conversation Planner**
- Plan for and track student growth in reading, identify **students at risk** in reading and provide student and teacher feedback
- Extend termly, collegial **data wall** conversations utilising **Faces on The Data** (Clarity- Lyn Sharratt) to include all students
- Build the Early Years **Reading Detective** celebration to include **Reading Heroes** years (Year 3 to Year 6) engaging parents and community
- Identify children who need early intervention using articulation and language screeners in Prep and deliver **Oral Language Early Years**; Prep to Year 6 Speech Program, Prep to Year 6 Language Program



## EFFECTIVE PEDAGOGICAL PRACTICES

*Collaboratively develop key signature pedagogical approaches to ensure high impact teaching strategies; Sharpen the whole school approach to pedagogy; Build student engagement and ensure systematic delivery of the Australian Curriculum*

- Establish a strengths-based culture of **goal setting** and **quality feedback** to drive **high expectations for learning**
- Enable opportunities for teachers and leaders to collegially engage in evidence-based capability development to become **instructional leader** across the school
- Utilise classroom **Learning Walls** (Visible Learning, Third Teacher, Bump it Up Walls, Learning Goals, Co -constructed Success Criteria) for **curriculum aligned explicit instruction and learner focused pedagogy**
- Establish collegial **Learning Walks and Talks** to build peer to peer professional learning
- Establish a professional learning culture into research based pedagogical approaches to inform signature **high impact** teaching strategies Prep to Year 6
- Build effective pedagogical practices in the delivery of the Australian Curriculum incorporating **Age Appropriate Pedagogies** (Prep to Year 2)
- Continue to embed **Age Appropriate Pedagogies** (Prep to Year 2) into the unit level Anchor Chart Planning Documents
- Record **pedagogical approaches** (Year 3 to Year 6) into the unit level Anchor Chart Planning Documents
- Utilise **transition statements** and **Early Start Data** to inform Early Years pedagogical planning- “**Give all of our children a great start**” (Prep to Year 2)
- Embed, monitor and review **Reboot strategies** to support social emotional wellbeing and student engagement through whole brain teaching (Prep to Year 6)
- **Review and further refine the Inclusion Model** to strengthen the capability of **ALL** staff to differentiate for **ALL** students
- **Inclusion Model** - build knowledge and capability of staff in priority groups to support “**Every Student Succeeding**” as a key priority

### Our Vision

*A school of choice committed to high standards of learning and celebrations of success*

### Our Purpose

*At Morayfield East State School we hold our core values of honesty, integrity, respect and responsibility as our guiding principles. We provide a quality education that prepares students to make well informed choices for their future*

### Our Motto

*Loyalty - Dedication - Co-operation*

## 2022 TARGETS

### Towards Zero

*All children achieving a C or better against the achievement standard*



*North Coast Region*

## STUDENT ATTENDANCE

- **95% attendance for all students**