



Nundah State School Annual Implementation Plan 2021

School Improvement Priorities 2021

"Enhancing Strong Pedagogy"

<p><i>In response to 2020, the year of COVID-19 and school lock down, a whole teaching staff reflection authentically led to an agreed focus on the following:</i></p>	<p><i>Turning our focus inwards to harness the knowledge, skills and learning opportunities within Nundah State School, As evidenced by ...</i></p>
<p><u>Literacy - Sound Letter Relationships</u></p> <p><i>When students are explicitly and sequentially taught sound letter relationships in a context based literacy classroom then learners are able to better develop the critical skills required for reading and successful spelling attempts in writing.</i></p>	<ul style="list-style-type: none"> a) By end 2021 teams of teachers will have constructed and trialed the use of a Nundah context, visual chart of 44 phonemes and most commonly used graphemes. b) 100% of Prep, 1 & 2 students will have baseline data collected and end of year data comparisons made in informing the 2021 programs' success. c) 100% of early years teachers will have participated in workshops with ped coach or speech language pathologist and have an understanding of and be using the literacy continuum to track student progress and identify student needs and next teaching steps. d) 100% of teachers from 3-6 using data to inform practice including pre and post testing. e) In 2021 teachers will embed co-operative group practice during literacy lessons to realise the continued work in Curiosity and Powerful learning and the Collaborative Gift at Nundah
<p><u>Numeracy – Whole lesson level</u></p> <p><i>When an engaging, hands on and supportive maths learning environment is created during daily lessons then students are provided the opportunity to showcase all four maths proficiencies and reach potential in the upper two bands.</i></p>	<ul style="list-style-type: none"> a) 100% of teachers will have opportunity to WOW (watching others work) and online access to established resource banks, as a strong repertoire of teaching strategies are built across the school during maths lessons. b) 100% of teachers will have an understanding of the 4 maths proficiencies and have showcased this professional knowledge through classroom observations. c) In 2021 teachers will embed co-operative group practice during maths lessons to realise the continued work in Curiosity and Powerful learning and the Collaborative Gift at Nundah d) Students receiving an A and B in maths increasing to 60% of student cohorts in all year levels in semester two reporting.
<p><u>SAMR- BYO iPad effective use</u></p> <p><i>When teachers view the use of devices as a way to enhance/transform learning then students will benefit from purposeful technology use and will make more individualized progress.</i></p>	<ul style="list-style-type: none"> a) By the end of 2021, 100% of 3-6 teachers will have had an opportunity to showcase their understanding of Modification phase when using devices. b) Unit planning for each year level to reflect the changes in learning design and task to incorporate effective digital device use (range of SAMR levels included) c) 50% of teachers will have received Apple Teacher certification in building capacity and understand how devices can be used to transform learning. d) In 2021 teachers will use iPads to embed co-operative group practice to realise the continued work in Curiosity and Powerful learning and the Collaborative Gift at Nundah e) SOS student response 88% to 95% S2053 I am encouraged to use technology at my school for learning.





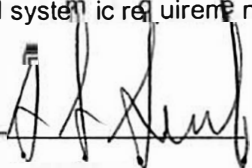
Inclusion

When teachers adopt and work in teams to develop consistent teaching protocols around student wellbeing *then* student behavior, engagement and learning will be enhanced


- a) *In 2021, teachers will develop a deeper understanding and share with one another their practices as they enact Nundah's 2021-2024 Code of Conduct and Wellbeing Framework.*
- b) *100% of teachers will be using brain friendly practices in classrooms using consistent predictable routines (CPR) and Choice Theory language.*
- c) *By the end of 2021, 100% of teachers will record and maintain reasonable and ongoing adjustments in student Personalised Learning Plans. Regular communication will ensure that parents/carers are involved in and informed about adjustments made to support student wellbeing, engagement and learning.*
- d) *In 2021 teachers will embed co-operative group practices to realise the continued work in Curiosity and Powerful learning and the Collaborative Gift at Nundah, as a way of building personal and social capabilities and inclusion in our school.*

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 (ARD)