

Cleveland State School Annual Improvement Plan 2021

"To seek clarity and align practices for all learners"



Priority 1 – Know the Curriculum

Actions	Success Indicators	Targets	Timeline / Responsible Officer/s
Enhance our expert teaching team to deliver the Australian Curriculum with fidelity through professional learning, collaboration and networking	Teachers planning meaningful learning programs in professional learning teams	100 per cent teacher participation S3221 (Staff) – 97% 'Staff work as a team to deliver improved outcomes'	HoD(C) School Leaders
Define, adopt and enact a set of agreed CSS Moderation Protocols	Clear process for moderating student work to support teacher judgments of student level of achievement	All teachers using the protocol from Term 2, 2021	HoD(C) School Leaders
Develop a C.S.S. Learning Wall Pedagogy – supporting CT 'lead learners' to work with colleagues through the Collegial Engagement Framework	Students 'own' their learning and can articulate how they have improved their work and their next step	S2048 (Students) – 100% 'I am getting a good education at my school' S2016 (Parents) – 97% 'My child is getting a good education at this school'	HoD(C) School Leaders Lead Learners

Priority 2 – Know our Students

Actions	Success Indicators	Targets	Timeline / Responsible Officer/s
Using the CSS Pedagogical Framework (based on Marzano N-ASOT) redesign, reinvigorate and enact a CSS Differentiation Model	Teachers using our agreed framework to best differentiate for all students	50% A's and B's in English, Maths and Science 80% A-C results in all KLA's	School Leaders
Develop and enact Stage 1 of a whole school model for Inclusion Education	All students are highly challenged and well supported to increase student success	S3201 – 95% Students with a disability are well supported at my school	HoL School Leaders
Initial year in the Leading Learning Collaborative - Clarity (Lynn Sharratt) over three years - know each student's journey	Cleveland S.S team with a clear plan as part of the collaborative, with clear linkages to build capacity, sharpen practices and to provide clarity of alignment	Beginning Term 1	Principal
Review, Define and Enact a school based policy for long term absent students	Reduced absent rates of identified students	93% whole school attendance 12% or lower students attending less than 85%	Principal

Priority 3 – Know our Teaching Practices

Actions	Success Indicators	Targets	Timeline / Responsible Officer/s
Fully rollout collegial engagement strategy – including watching others work	Teachers accepting collegial feedback to build capability	S3424 97% Staff - 'I have access to quality professional development'	School Leaders
Continue to deepen the understanding of our pedagogical framework (Marzano – N-ASOT)	Clear through-line of understanding of our pedagogical across the school	S3245 100% Staff - 'My school encourages coaching and mentoring'	School Leaders
Implement the use of Sounds Write as a signature practice P-2	Sounds Write becomes a signature practice in P-2, then expanding each year	Included in the suite of practices at C.S.S – end of 2021	Deputy Principal P-2

Priority 4 – Know our Community

Actions	Success Indicators	Targets	Timeline / Responsible Officer/s
Review of the Three Way Partnership Model	Discover parent's perspective on active engagement with the school	Review completed by Term 3 95% Parents – 'This school asks for my input'	Principal School Council Chair
Enact a new P&C Strategy in alignment to the school's strategic plan	A renewed reframing of core business and clear indicators of an inclusive culture	Agreed process of implementation at AGM	Principal P&C President
Yanggabara Outreach	Defined service delivery for Yanggabara activities with the community	By end of Term 2	Guidance Officer

Endorsement

This plan was developed in consultation with the school community and meets identified school needs of our students and learning community.

Mark A. Ionn
Principal

Bronwyn Johnstone
Assistant Regional Director

Malcolm Lack
School Council Chair