

Educational achievement



Wellbeing and engagement



Culture and inclusion

An explicit improvement agenda



EIA Know your Learners, Know your Curriculum, Know your Strategies to empower critical and creative thinkers to Grow, Achieve and Succeed as life-long learners.

From Clarity to Impact – Vision, Clarity Action, Impact

School priority 1

Phase  
Developing and Sharpening

At QB our Commitment is to empower learning through effective Pedagaogical Practices, to provide consistency of practice to improve learning outcomes. Improving our Practice in small bites to drive outcomes towards out next lift in learners outcomes.

How QB will get our next lift

Effective pedagogical practices



Link to school review improvement strategy:

Strengthen all staff members' understanding of the school's agreed pedagogical approaches and practices, providing ongoing professional learning opportunities and experiences to enhance teaching and learning. Strengthen processes to monitor the consistent implementation of the school's agreed pedagogical approaches and practices.

Further strengthen the data literacy of school staff through the precision of student achievement data discussions held between all school leaders and teachers, enabling rigorous monitoring of curriculum enactment and impact on student progress

Elaborate on moderation practices within the school and building on cluster moderation collaboration

Expert teaching team



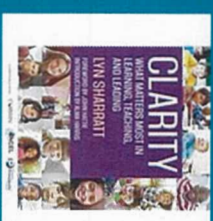
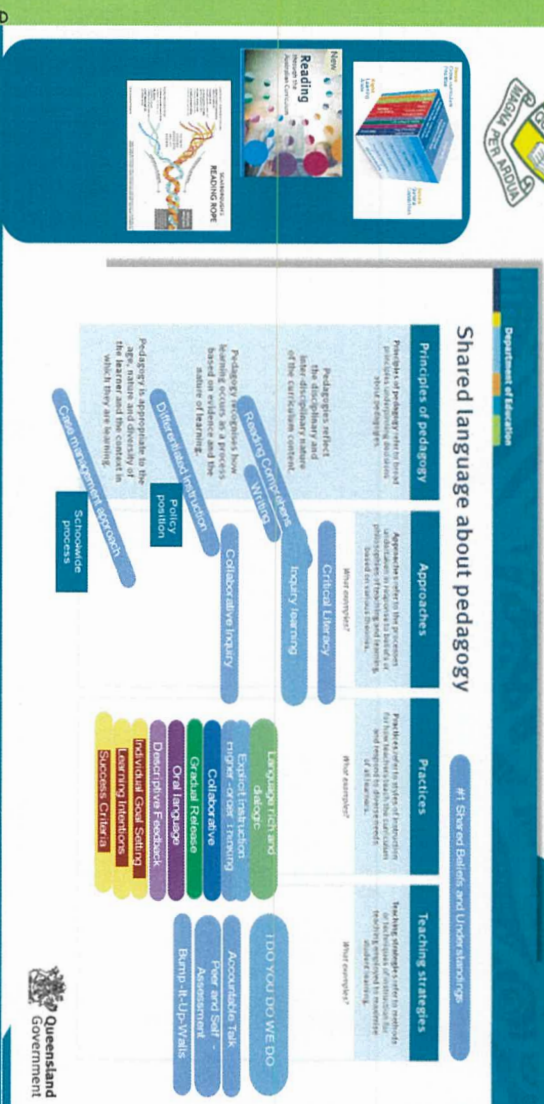
Systematic curriculum delivery







## Shared Language and Pedagogy at QB





ACTIONS

At QB we will sharpen a whole school approach to pedagogy. Our focus will be on pedagogy bites with a lens on English, Reading through the curriculum, Learning Walls, Feedback and Moderation to maximise achievement.

Whole School Pedagogy approaches allows for teachers to Know learners, how they learn, where they are in their learning and next lift in their learning.

Our focus will be developing a shared language, based on research and evidence, pedagogical approaches in English, practices in teaching strategies. Consistent Feedback and understanding of the practices we are using in English through the Learning walls and feedback, 5Q4, coaching, WOW, observations. Continuing to create opportunities in PLC and Case Management to respond to the data and inform teaching practices.

Know your Learners

Reading through the Curriculum  
PLD training and whole school implementation to monitor progress of reading skills and target areas of development.  
Scan and Assess -Reading signposts to shift practice of all learners to ensure all students are achieving their potential. Building capability of leaders, teachers and teacher aides in their understanding and use of the Simple View of Reading.  
Reading through the curriculum – Develop a whole-school approach and explicit instructional routines for teaching reading. Provide systematic synthetic phonics and word study to teach word reading.

Moderation- Spotlight on Data tracking improvements and triangulation, Student snap shot embedding planning documents to improve data literacy

Feedback- Engage in conversations – professional learning, PLC, reflective teaching practices in case management, Setting Professional Goals (SPG), observations, WOW and reflection. Learning spaces will be risk free environments that promote curiosity, wondering, thinking, questioning, inclusivity and risk taking.  
Utilise classroom Learning Journeys,Third Teacher  
Through planning process embed know think consider template to build learning journey's with student voice giving next steps and unpacking the marking guides  
Classroom learning environments will be displayed with deconstructed learning intentions and success criteria and co-designed Learning Journeys. Marking guides explicitly displayed and unpacked with students and linked to GBBNYABC NY

Know your Curriculum

Reading- Unpack English V9 with focus on language in use and simple of reading. Using multiple approaches to literature. E.g. Text orientated approach, reader orientated approach, author orientated, context oriented.

Moderation- Unpacking the curriculum, marking guides and conditions with cluster schools at beginning of each term

Feedback -Embedding pedagogical conversations into curriculum planning. Developing the sequence of teaching and learning that includes a variety of pedagogical approaches.

Know your Strategies

Reading- Whole-school approach to pedagogy In English with clearly identified high impact teaching strategies  
Sharpen the Professional Learning Plan, with opportunities for staff to develop a common pedagogical approach for English P-6

Moderation- Mid- point check in with cluster schools to ensure we are on track

After after moderation with cluster to quality assure.

Feedback - Teachers use the 5Q4's regularly in your classroom. Teachers teaching from the co-constructed learning journey to give learners their next steps. Leaders visit classes 3 times a year to ask the 5Q4's and share findings with teachers at PLC.

Responsible Officer

Leading from their space  
Leadership Team  
All Teachers

Reading Lead Team  
Principal  
Curriculum Coach  
Deputy Principal P-2  
Year 1 Teacher  
Year 5 Teacher

Moderation  
Principal  
Curriculum Coach

Feedback  
Principal  
Curriculum Coach  
DP P-2  
DP 3-6

Learning Enrichment Team Leads

Case Management Lead  
DP 3-6

APDP  
Principal

Resources

Curriculum Coach

PLD Training

Reading Modules Training

Learning Walls capability building

PLC Budget of human resources to release teachers each week to reflect on practice monitor data feedback and build capability.

Pedagogy PD

Case Management time to allow co teaching and planning

Shared understanding and language

Approaches	Practices	Teaching strategies
The processes undertaken in response to beliefs or philosophies of teaching and learning, based on various theories.	How teachers teach the curriculum and move students through the learning process, responding to the diverse needs of all learners.	Methods or techniques of instruction for teaching employed to maximise student learning.



Measurable  
outcomes

End Term 4

LOA DATA

Targets

Starting Strong P-2 C and above in English 92% A/B 69%  
Building on foundations 3-6 C and Above 90% A/B 50%

Cohort Targets	C > Target	AB Target
Prep	TBD	
Year 1	92%	84%
Year 2	92%	69%
Year 3	92%	65%
Year 4	93%	60%
Year 5	100%	60%
Year 6	87%	35%

Alignment of NAPLAN Data to LOA on Spotlight on data boards.  
Year level Marker students' progress tracked  
Students not reading at level tracked in Case Management  
Each Teacher has a Learning Journey co-constructed and used to give feedback.  
Leaders visit classrooms to ask the 5Q's  
Each Teacher in Week 6 participates in one form of feedback  
100% staff build capacity in participating in PLD and reading modules training.  
Moderation participation for all classroom teachers and protocols adhered to.  
100% APDP Completed.

Approvals

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

Principal

*Sammy Dimiea*

P&C President

*K. Walker*

School Supervisor

*[Signature]*