

Pullenvale State School: 2024 Annual Implementation Plan

Scan and assess

A great future for every Queensland

Consistent teaching and learning process through an inclusive environment and pedagogical approach that fosters positive behaviour for learning

Informing evidence

Student achievement data

- SORD Data
- Regional A-C data
- School based data
- NAPLAN data
- Early Start Data (Prep)

Non-academic data

- SORD Data
- PBL Data

Workforce data

- SOS data

School Strategic Documents

- Strategic Plan (2022-2024)
- Student Case Management Process
- Collegial Engagement Framework

Prioritised problem of practice

Intentionally collaborate to embed and quality assure all actions of the AIP to ensure consistency of practice across the school.

Initiatives and evidence base

School Improvement Hierarchy
Katie Novak- "UDL Now"
Leadership text 'Making Thinking Visible' - & 'Creating Cultures of Thinking'
Ron Ritchhart
Lyn Sharratt- 'Putting Faces on the Data'
Fischer & Frey- 'Student Engagement'
Simon Breakespear- 'The Pruning Principle' & 'Teaching Sprints'

Responsible Officers

EIA: Natalia Crawley
PBL: Scott Nolan
INCLUSION: Laura Elliott
CURRICULUM/PEDAGOGY: Nikki Clements
LEARNING SUPPORT: Emily Newsam

Develop and plan

School:
Head of Department (Teaching and Learning)
Head of Department (Inclusion)
Inclusion Teacher
PBL Internal Coaches
Guidance Officer (½ days a week)
Student Well Being Worker (2 days a week)
ICT Coordinator (2 days a week)

Regional:

Metro T&L Advisors
Metro PBL External Coach
Guidance Officer (1 1/2 day a week)
Coaches

Professional Organisations-

Reading Centre
Reading Portal
QELI

Financial-

14S
School Budget
RAR

Act

13. Familiarisation of new Student Code of Conduct with all staff.
14. Research and deliver whole school Student Resilience Program, via Student Wellbeing Worker for identified student learners
15. Familiarisation and introduction of Respectful Relationships Education
16. Continued engagement in NCCD process and personalised Learning Plans and Case Management process.
17. Monitor reading and writing goals for all learners (in particular marker students, NCCD & Watchlist by utilising the literacy continuum, diagnostic reading and AC.
18. Embed collaborative fortnightly meetings with year level teams to engage in BAAE whole school moderation.

Outputs

1. Whole school Curriculum Plan
2. Data Plan
3. Communication and Engagement Policy
4. PSS Overview of Pedagogy
5. P-2 Literacy Overview
6. English & Mathematics Assessment Overview

1. Ensure staff familiarisation and planning for implementation of AC v.9, in English and Mathematics, in 2025.
2. Continue to develop, implement and evaluate effective moderation processes within school and junctures - with YLCs facilitating moderation process.
3. Identify expert staff members and empower them to share best practice for high student engagement including increasing digital literacy capability for students. Embed structures to enable teachers to work in professional learning teams to build expertise and teacher efficacy.
4. Strengthen staff data literacy skills via facilitated analysis with members of the leadership team.
5. Embed a culture of observation and feedback to quality assure the implementation of the EIA.
6. Further develop skills in applying differentiated teaching strategies.
7. Continue to embed an authentic Annual Performance Review process.
8. Collaboratively develop and present the school's whole school pedagogical practices overview.
9. Embed visible learning through Learning Walls; with an increase in student voice.
10. Introduce visible thinking routines, and associated AC General Capability- Creative and Critical Understanding links, across year levels
11. Review of PBL Data on a regular basis- key PBL Committee members

Review

- 3 MONTHS
 - * Publish curriculum planning documents on Teams, including unit plans for English & Mathematics, for Term 1 Units
 - * Whole school discussion and familiarisation of English and Maths Curriculum V.9, for Term 1 units
 - * Introduce literacy continuum as a monitoring tool
 - * Class testing and initial training of PLD (Promoting Literacy Development) towards further implementation in P-2
 - * Introduce One School Mark Books for English Data entries with teacher training via staff meetings
 - * Strengthen the capability of every staff member in data literacy (A-C, NCCD, PBL)
 - * Continue to develop teacher aide professional capacity in supporting reading and writing, via literacy blocks
 - * Authentic responses by Marker students and all learners to guiding Sharratt questions
 - * Curriculum moderation focused on targeted and differentiated pedagogy based on data
 - * Observe and implement Learning Walls with increased student voice
 - * Establish and reflect upon 'Above' and 'below' adjustments in planning including specialist learning areas
 - * Effective student responses to guiding Sharratt questions
 - * Curriculum moderation focused on targeted and differentiated pedagogy based on data
 - * Focus on plan to model and support others to share best practice in high impact strategies- including CCTs and Thinking agenda, via Pedagogy Committee
 - * Strengthen the capability of every staff member in inclusive practices, language and assistive technology
 - * Continue to develop teacher aide professional capacity in reading, writing and adjustments for diverse learners
 - * Continue to engage parents and carers in supporting reading development
 - * Deliver and trial Respectful Relationships program by HPE teacher and attendance of associated PD opportunities for key staff
 - * Consistent use of the PBL 'Big 5 Digging Deeper Planning Tool' to monitor and evaluate supports and trends from OS data
 - * Strengthen the capability of every staff member in inclusive and differentiated practices and language
 - * Engage teachers in PLP updates for all NCCD and Watchlist students
 - * PD delivered re: key concepts underpinning Inclusive Education, via quick bites
- 6 MONTHS
 - * Publish curriculum planning documents on Teams, including unit plans for English, Mathematics, (including adjusted assessment tasks and marking guides) and Science & HASS, for Term 2 Units
 - * Whole school discussion and familiarisation of English and Mathematics Curriculum V.9, for Term 2 units
 - * Introduce tracking and mapping of Achievement Standards which are assessed or monitored in English and Mathematics, in V9.
 - * Moderate within year levels and junctures within school
 - * Introduce and trial literacy continuum as a monitoring tool
 - * Class testing and initial training of PLD (Promoting Literacy Development) in P-2
 - * Continue to introduce & implement One School Mark Books for English Data entries
 - * Publish P-2 literacy overview
 - * Observe P-1 decodable lessons, via school's Collegial Engagement process
 - * Observe and implement Learning Walls with increased student voice
 - * Establish and reflect upon 'Above' and 'below' adjustments in planning including specialist learning areas
 - * Effective student responses to guiding Sharratt questions
 - * Curriculum moderation focused on targeted and differentiated pedagogy based on data
 - * Focus on plan to model and support others to share best practice in high impact strategies- including CCTs and Thinking agenda, via Pedagogy Committee
 - * Strengthen the capability of every staff member in inclusive practices, language and assistive technology
 - * Continue to develop teacher aide professional capacity in reading, writing and adjustments for diverse learners
 - * Continue to engage parents and carers in supporting reading development
 - * Deliver and trial Respectful Relationships program by HPE teacher and attendance of associated PD opportunities for key staff
 - * Consistent use of the PBL 'Big 5 Digging Deeper Planning Tool' to monitor and evaluate supports and trends from OS data
 - * Engage teachers in PLP updates for all NCCD and Watchlist students and PD delivered re: key concepts underpinning Inclusive Education, via quick bites



Focus	Improvement priority	Activities	Short-term outcomes	Short-term outcomes
Identified problems of practice	Baseline and comparison measures (and targets)	Interim indicators	Long-term outcomes	Long-term outcomes
<ol style="list-style-type: none"> Having a clear vision and direction. All stakeholders being open to change. Managing timeframes and deliverables. Having appropriate resources to support the delivery of the EIA. Ensuring school priorities match community expectations. Having reliability in data and accountability for the data. Communicating our EIA. Sustaining good practice and quality assuring the implementation of the EIA. Authentically engaging in collegial sharing. Ensuring consistency in the implementation of the EIA. Developing the capability of all stakeholders. 	<p>Baseline (and endpoint) data collected?</p> <p>See Interim & Outcome Indicators</p> <p>Comparison data to support the attribution of results to school initiatives</p> <p>Like Schools Data presented by School Supervisor throughout the year</p> <p>External moderation processes within Kenmore Alliance of State Schools Cluster (if enacted via cluster)</p>	<p>What measures quantify your inputs?</p> <ul style="list-style-type: none"> Professional learning materials- eg NCCD and Inclusive Education Framework, Moderation of student performance in English against Marking Guides aligned with the Australian Curriculum. English A-E data 	<p>6 Months</p> <p>English A-C Data: Semester 1 (Prep- Year 6)</p> <p>97-100%</p> <p>PBL Goal</p> <p>Review of PBL Action Plan for Semester 2</p> <p>NCCD Data- English A-C</p> <p>85%</p>	<p>9 MONTHS</p> <ul style="list-style-type: none"> *Publish curriculum planning documents on Teams, including unit plans for English, Mathematics, (including adjusted assessment tasks and marking guides) and Science & HASS, for Term 3 Units *Whole school discussion and familiarisation of English and Mathematics Curriculum V.9, for Term 3 units *Implement tracking and mapping of Achievement Standards which are assessed or monitored in English and Mathematics, in V9, within school *Moderate within year levels and junctures monitoring tool *Introduce and trial literacy continuum as a monitoring tool *Further Implement One School Mark Books for English Data entries *Observe P-1 decodable lessons, via school's Collegial Engagement Process *Focus and plan to model and support others to share best practice in high impact strategies- including CCTs and Thinking agenda (Thinking routines trialled and experimented in classrooms, via Pedagogy Committee *Strengthen the capability of every staff member in data literacy *Trial year level for using digital portfolios *Observe and implement Learning Walls with increased student voice *Continue to develop teacher aide professional capacity in supporting reading and writing, via literacy blocks *Continue to embed student marker process Curriculum moderation focused on targeted and differentiated pedagogy based on data *Review effectiveness of delivery of Respectful Relationships education *Consistent use of the PBL 'Big 5 Digging Deeper Planning Tool' to monitor and evaluate supports and trends from OS data *Strengthen the capability of every staff member in inclusive practices and language *Engage parents and carers in supporting reading development *Teachers engage in PLP updates for all NCCD and Watchlist students *PD delivered re: key concepts underpinning Inclusive Education, via quick bites
<p><i>Natala Crawley</i></p> <p>Natala Crawley Principal Pullenvale State School</p>				<p>12 MONTHS</p> <ul style="list-style-type: none"> *Publish curriculum planning documents on Teams, including unit plans for English, Mathematics, (including adjusted assessment tasks and marking guides) and Science & HASS, for Term 4 Units *Whole school discussion and familiarisation of English and Mathematics Curriculum V.9, for Term 4 units *Whole school planning for V9 English & Maths for Term 1 2025 *Further implement tracking and mapping of Achievement Standards which are assessed or monitored in English and Mathematics, in V9. *Introduce and trial literacy continuum as a monitoring tool *Embed One School Mark Books for English Data entries *Strengthen the capability of every staff member in data literacy *Moderation within year levels and junctures within school *Observe and implement Learning Walls with increased student voice *Observe P-1 decodable lessons, via school's Collegial Engagement process *Embed a culture of professional learning eg observation, feedback, APDPs *Develop a thinking culture across the school- meeting the needs of all learners *Moderate curriculum focused on targeted and differentiated pedagogy based on data *Continue to develop teacher aide professional capacity in reading, writing and adjustments for diverse learners *Engage parents and carers in supporting reading development *Transition plan for identified students into 2025 classes *Review of PBL Planning document *Review effectiveness of whole school Resilience Program *Review effectiveness of Respectful Relationships Education program implementation *Consistent use of the PBL 'Big 5 Digging Deeper Planning Tool' to monitor and evaluate supports and trends from OS data *Strengthen the capability of every staff member in inclusive practices and language *Develop an inclusive culture across all teaching and non-teaching staff through implementation of inclusive practices *Teachers engage in PLP updates for all NCCD and Watchlist students *PD delivered re: key concepts underpinning Inclusive Education, via quick bites
<p><i>E Willis</i></p> <p>Evan Willis School Supervisor Metropolitan North Region Department of Education</p>			<p>12 Months</p> <p>English A-C Data: Semester 2 (Prep- Year 6)</p> <p>98- 100%</p> <p>PBL Data</p> <p>SOS Parent Data- 'Student Behaviour is well-managed'- Above 85%</p> <p>SOS Student Data- 'Student Behaviour is well-managed'- Above 80%</p> <p>TFI Data (3 Domains)- Above 80%</p> <p>EBS Classroom & Tier 1 Domains Data- Above 80%</p> <p>NCCD Data- English A-C</p> <p>87%</p>	
<p><i>Tash Ridley</i></p> <p>Tash Ridley School Council Chair Pullenvale State School</p>				