



# Pullenvale State School

## Annual Implementation Plan 2021

### School Improvement Priorities 2021

*Improvement priority: Every student succeeding – A shared vision for Inclusive Education at Pullenvale State School*

Strategy: Expert teaching team displaying a culture that promotes teaching and learning for all students Building staff knowledge and understanding to enhance mindset and culture				
Actions	Targets	Timelines	Responsible Officers	
Create a whole staff understanding "Why Inclusion and Differentiation" at Pullenvale <ul style="list-style-type: none"><li>liaise with Lisa Corrigan as a critical support/guide (Leadership team)</li><li>engage with Lisa Corrigan Inclusion professional development session (January 21)</li><li>familiarise with and understand Departmental policies re: Inclusion and Differentiation (Disability Standards and DDA).</li></ul>	100% staff understanding EQ policy and how it is enacted at PSS	End T4, 2021	P, DP, Hol, STLaN, STDaP, EMST, Lisa Corrigan	
Offer opt in professional development sessions for areas of interest: <i>Examples: ASD, learning difficulties, specific learning disorders, assistive technology, Down Syndrome, verification categories, physical/vision/hearing impairment, behaviour management, working memory, executive function, social skilling, emotional regulation, etc.</i>	Increased staff understanding and development of teacher capability to cater for a diverse range of student needs.	Sessions offered throughout the year	Hol & STLaN to arrange and promote for staff attendance	
During release days, teachers will develop understanding of: <ul style="list-style-type: none"><li>the intent of the curriculum</li><li>purpose of assessment tasks</li><li>how the delivery of the curriculum can be differentiated to provide inclusive learning opportunities</li><li>how to implement adjustments to the delivery of the curriculum and assessment opportunities</li></ul>	Increased staff understanding and development of teacher capability to cater for a diverse range of student needs.	Term 1, 2, 3 and 4	Hol, STDaP, Class Teachers	
Create a whole staff understanding of Differentiation: <ul style="list-style-type: none"><li>PD on PSS Differentiation Placemat</li><li>reference to Content, Environment, Product, Process, varied pathways to achieve end goals in planning</li></ul>	100% staff use of differentiation placemat when planning and teaching	Term 1	Hol, STDaP, STLaN	
Create a whole staff understanding of Equity vs. Equality: <ul style="list-style-type: none"><li>PD on understanding of difference between integration and inclusion (facilitated by Lisa Corrigan)</li></ul>	100% teachers embracing inclusion for all students	Term 2	Lisa Corrigan	
Community understanding: <ul style="list-style-type: none"><li>regular articles in Pullenvale SS Newsletter and on Facebook promoting an inclusive mindset and differentiation</li></ul>	Increased community understanding of inclusive practices	Throughout the year	Hol, STDaP, STLaN, EMST	
Strategy: Analysis and discussion of data to inform effective pedagogical practices Disaggregating data sets and enhancing targeted pedagogy				
Actions	Targets	Timelines	Responsible Officers	
During release days (English focus), teachers will develop understanding of how to: <ul style="list-style-type: none"><li>access and analyse disaggregated data sets (e.g. NCCD vs cohort, gender, etc.)</li><li>identify cohort, class, targeted group, individual student learning needs</li><li>apply differentiated teaching strategies to target needs identified through data analysis</li><li>refer to Content, Environment, Product, Process, varied pathways to achieve end goals in planning</li></ul>	100% class teachers use cohort, class and student data to inform planning and teaching  Transfer data analysis skills acquired through DaP (English) release days to other KLaS	T1, T2, T3, T4	P, DP, STDaP, CT	
Leadership team conduct walkthroughs once per term: Evidence of: <ul style="list-style-type: none"><li>differentiation planning and pedagogy</li><li>specific high yield strategies</li></ul>	100% class teachers receive feedback from walkthroughs	T1, T2, T3, T4	P, DP, Class Teachers	





<ul style="list-style-type: none"> <li>students engaging with Learning Walls</li> </ul> <p>Teachers develop personal APDP goals to improve own Inclusive Pedagogy practices</p>	100% set a professional goal to enhance Inclusive Practices	S1, S2	Class Teachers, P, DP
Review Pedagogical Framework to include Inclusive Practices	Updated Pedagogical Framework	End of 2021	P, DP, STDaP

**Strategy: Differentiated teaching and learning**  
*Providing teaching and learning that enables every student to succeed*

Actions	Targets	Timelines	Responsible Officer/s
<p>Teachers implement their understanding of differentiation every day in their classrooms:</p> <ul style="list-style-type: none"> <li>refer to Content, Environment, Product, Process</li> <li>varied pathways for student success</li> <li>flexible groupings</li> <li>respond to data</li> <li>use of assistive technology</li> </ul> <p>Learning walls reflect varied pathways for student success</p>	100% teachers can articulate (in APDP conversations with line manager) effective differentiation strategies for students in their class	T1, T2, T3, T4	P, DP, Class Teachers
<p>Students demonstrate greater clarity of own learning:</p> <ul style="list-style-type: none"> <li>personal learning goals</li> <li>next steps</li> <li>active reference to Learning Wall</li> </ul> <p>Marker students are tracked throughout the year during release days</p>	<p>100% of classrooms have learning walls in use with differentiation pathways evident</p> <p>80% students can articulate personal English goals and next steps in relation to each unit of work</p> <p>Identified improvement for marker students in relation to targeted goals.</p>	<p>T1, T2, T3, T4</p> <p>T1, T2, T3, T4</p> <p>T1, T2, T3, T4</p>	<p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers, STDaP, STLaN</p>





*Improvement priority: Consistent Reading and Writing Pedagogy at Pullenvale State School*

Strategy: Enhance our Expert Teaching Team				
Consistent understanding of the research that underpins effective teaching of reading and writing				
Actions	Targets	Timelines	Responsible Officer/s	
Create a whole staff understanding of Promoting Literacy Development: <ul style="list-style-type: none"><li>engage in online professional learning modules with year level colleagues</li><li>familiarisation with teaching sequence</li><li>familiarisation with screening tools</li><li>identify required resources to support implementation</li></ul>		End of T1	P, DP, STLan	
Consolidate whole staff understanding of Big Six: <ul style="list-style-type: none"><li>*Oral Language*</li><li>Phonological Awareness</li><li>Phonics and Word Study</li><li>Fluency</li><li>Vocabulary</li><li>Comprehension</li></ul>		T1 SFD	P, DP, STLan	
Consolidate whole staff understanding for Effective Reading Pedagogy <ul style="list-style-type: none"><li>Modelled</li><li>Shared</li><li>Guided</li><li>Independent</li><li>Before, During and After Reading</li></ul>		T1 SFD	P, DP, STLan	
Create a whole staff understanding of the components of an effective Literacy Block <ul style="list-style-type: none"><li>Consistent planning template</li></ul>		T1 SFD	P, DP, STLan	
Engage with regional writing initiatives (Bev Derewianka)		End of 2021	P, DP	
Engage with Kenmore Alliance writing moderation		T2 and T4	P, DP	
Create A and C exemplars for English assessment tasks		End of S1	Class Teachers	
Strategy: Refine our Effective Pedagogical Practices				
Consistent implementation of effective, age appropriate reading and writing pedagogy				
Actions	Targets	Timelines	Responsible Officer/s	
Include strategies for the implementation of PLD in planning <ul style="list-style-type: none"><li>Planning to be evident at walkthroughs</li></ul>		T1, T2, T3, T4	Class Teachers	
Include strategies for the implementation of Big Six in planning <ul style="list-style-type: none"><li>Planning to be evident at walkthroughs</li></ul>		T1, T2, T3, T4	Class Teachers	
Include strategies for the implementation of Effective Reading Pedagogy <ul style="list-style-type: none"><li>Planning to be evident at walkthroughs</li></ul>		T1, T2, T3, T4	Class Teachers	
Strategy: Deliver Differentiated Teaching and Learning				
Consistent delivery of effective differentiation in the teaching of reading and writing				
Actions	Targets	Timelines	Responsible Officer/s	
Student link				

## Endorsement

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

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Principal

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School Council





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