



2024 ANNUAL IMPLEMENTATION PLAN

School priority	School priority	Wellbeing and Engagement
<p>1</p> <p>Link to school improvement strategy:</p> <p>Strategies</p> <p>Systematic curriculum delivery: implement systematic whole school moderation processes to support teachers to monitor student learning, moderate formative assessment responses, review and update unit plans to enhance student engagement and support improved student learning.</p> <ul style="list-style-type: none"> Build a culture of continuous improvement through effective leadership of whole school moderation which informs the planning, teaching and learning cycle. Promote a culture of student-centred data analysis and decision-making to empower teachers to effectively use data to inform the development of teaching and learning. Establish opportunity for cluster moderation with applicable schools 	<p>2</p> <p>Link to school improvement strategy:</p> <p>Strategies</p> <p>Effective pedagogical practices: Collaboratively implement the whole-school approach to pedagogy (WSAP), to drive high quality teaching and learning.</p> <ul style="list-style-type: none"> Build collective capability of teaching staff and teacher aides to implement high yield teaching strategies across curriculum areas in alignment with WSAP. Collaboratively select and document a range of pedagogical approaches, that teachers use to support effective student learning, engagement, and wellbeing. Review and implement collegial engagement framework, in consultation with LCC, to support the implementation of WSAP. Effectively communicate information about school priorities, pedagogy and outcomes with the school community using a variety of communication channels, including newsletters, meetings and the school's website. 	<p>Implement a whole school approach to Pedagogy</p>
<p>Actions <small>(linked to Strategic Plan)</small></p> <p>Developing:</p> <ul style="list-style-type: none"> Refine and implement Whole School Curriculum, Assessment and Reporting Framework (CARF) moving into AcoS. Leadership Team to establish whole school protocols and norms for Moderation from Prep to Year 10 Leadership & Teachers to enact moderation cycles, with a focus on English & Literacy Establish Cluster Moderation Platform (Teams/OneNote) with focus on English. <i>Cluster Schools to be established.</i> <p>Implementing:</p> <ul style="list-style-type: none"> Leadership team to lead student data analysis in alignment with WSS Data Literacy Framework/Assessment & Data Schedule – Focused data sets include: English LOA, Reading Data, PLD. Leadership team to support individual teachers and cohorts to regularly collect and analyse inform classroom practice through staff meetings, Teams Meetings (PLCs) <p>Reviewing:</p> <ul style="list-style-type: none"> Review collaborative planning processes to ensure adjustments to planning and pedagogy are enacted in response to student learning data. 	<p>Actions <small>(linked to Strategic Plan)</small></p> <p>Developing:</p> <ul style="list-style-type: none"> Create a culture that encourages the teachers to experiment with evidence-informed pedagogical approaches. Develop deep understanding of the Whole-School Approach to Pedagogy (WSAP) resources across the school in to support enactment of Embedding: Leadership team to enact classroom lesson observation and feedback cycles with all teachers; in alignment with the Collegial Engagement Framework Continue to build strong open partnerships between the classroom teacher and families through regular communication. Integrate updates on school priorities and progress into parent-teacher meetings. <p>Reviewing:</p> <ul style="list-style-type: none"> Clearly define the school's key messages and priorities. Ensure alignment with the school's mission, vision, and strategic goals. 	<p>Resources</p> <p>Financial: [School Purchased HR] - Learning Support Teacher and TA's for co-teaching and student support</p> <p>RO: School Improvement Coach RO Principal Adviser – Moderation RO – SEO-C engagement</p> <p>DOE 'How to teach reading' commitment to action and modules</p> <p>QCAA's Cognitive Verb definitions</p> <p>Book: Clarity-Sharratt, Visible Learning-Hattie, The Reading Book-Sheena</p>
<p>Measurable outcomes</p> <p>Starting/Strong (2-2) & Building on Foundations (3-6):</p> <ul style="list-style-type: none"> Increase P-2 English C or above LOA to at least 85% by end of Sem 2 Increase P-2 A & B achievement to at least 60% Increase P-2 SWD A-C English LOA to at least 50% Increase 3-6 English C or above LOA to 90% Increase 3-6 A & B achievement to at least 55% Increase in students being able to effectively answer the 5Q45 <p>P-6 PLD Data outcomes:</p> <ul style="list-style-type: none"> Students demonstrate a minimum 15% growth at each data check point <p>On Track for Success (7-10)</p> <ul style="list-style-type: none"> Increase English C or above LOA to at least 75% Increase First Nations English C or above LOA to 60% <p>Whole School</p> <ul style="list-style-type: none"> Increase First Nations English C or above LOA to at least 60% across the school At least 65% of students at or above age level in PROBE reading data Reduce English N's to less than 3% 100% of teaching staff engaged in English / Literacy focussed moderation cycles 	<p>Measurable outcomes</p> <p>Capability Development</p> <ul style="list-style-type: none"> At least 90% of teaching staff have received individualised feedback relating to pedagogical practice Increased teacher confidence in the language and implementation of pedagogical approaches (agreement scale) Enhanced language of pedagogy within teacher planning, demonstrating implementation of WSAP 100% of staff implementing 'Wandoan Way' to ensure safe, supported and disciplined learning environments <p>Attendance</p> <ul style="list-style-type: none"> Increase attendance to at least 90% in P-2 Increase attendance to at least 85% in 3-6 Increase attendance to at least 85% in 7-10 <p>PBL</p> <ul style="list-style-type: none"> Decrease number of minor and major behaviours to 4.5 incidents per day Decrease the number of behaviours recorded as 'disruptive/defiance' across P-10 to less than 20% of incidents per cycle Increase the ratio of Positive to Negative Behaviours documented to 1:2 per incident 	<p>Success criteria</p> <p>Behaviourally: Students will:</p>
<p>Success criteria</p> <p>Behaviourally: Students will:</p>	<p>Success criteria</p> <p>Behaviourally: Students will:</p>	<p>Success criteria</p> <p>Behaviourally: Students will:</p>

<ul style="list-style-type: none"> ✓ understand how the Learning Intention & Success Criteria supports their learning ✓ develop the skills of an assessment literate learner by confidently responding to the 5Q4S ✓ confidently articulate next steps in learning by using their clarity of LI & SC <p><u>Teachers will:</u></p> <ul style="list-style-type: none"> ✓ actively participate in the 4 stages of the moderation cycle (English/Literacy) to ensure teacher clarity ✓ engage in collaborative planning to design high quality teaching and learning reflective of moderation and data analysis ✓ co-construct Learning Walls, Learning Intention & Success Criteria with students ✓ efficiently use Learning Wall and Monitoring Circles to inform next steps in teaching and learning ✓ provide quality and immediate feedback related to English LI&SC and data trends ✓ monitor and reflect on student data and feedback to ensure ongoing improvement ✓ explicitly unpack the 'A' level standard during the before phase of moderation using the GTMI and WSS unit plan template to support documentation towards the 3 levels of planning (Cognitive Verbs, Know, Do, Think, Consideration) ✓ collect and analyse assessment and data, applicable to their role ✓ actively participate in collaborative planning meetings & data discussions <p><u>Learning Support Teacher will:</u></p> <ul style="list-style-type: none"> ✓ build capability of teachers to include adjustments to curriculum and assessment throughout moderation cycles ✓ deliver targeted and intensive support to P-2 students in alignment with school targets <p><u>Teacher Aides will:</u></p> <ul style="list-style-type: none"> ✓ support teachers and students by implementing effective reading practices in line with the whole school approach ✓ co-reflect with teachers about student goals by taking anecdotal notes where necessary ✓ actively participate in professional development around whole school approaches to AIP priorities <p><u>Leaders will:</u></p> <ul style="list-style-type: none"> ✓ create clear and consistent moderation processes and protocols using applicable system resources ✓ engage with the Regional Office and Curriculum/Capability team to support and strengthen moderation processes ✓ lead planning and moderation processes to ensure continuous improvement for students ✓ quality assure teachers' 'commitment to action' after moderation sessions to ensure targeted support is offered ✓ offer opportunities for Professional Development aligned with the AIP ✓ explicitly unpack the literacy demands of the AC during the before phase of moderation at the planning table with HODS, HOSES and teachers (focus on the 'what') ✓ provide sufficient time to support teachers to unpack the AC literacy demands ✓ conduct instructional walk and talks twice a term using 5Q4S – (Week 2 & 6) ✓ use whole school Data Wall to engage in purposeful and intentional conversations about student LOA ✓ track identified student groups (First Nations, SWD) across P-10 to model targeted support for students ✓ collaboratively develop 'non-negotiables' of what the Leadership Team will see during walk thoughts ✓ redefine protocols for, and implement classroom walk-throughs 	<ul style="list-style-type: none"> ✓ engage in the language of TLAC – 'The Wandoan Way' ✓ utilise feedback opportunities to provide feedback to teachers with feedback about pedagogy <p><u>Teachers will:</u></p> <ul style="list-style-type: none"> ✓ implement 'Wandoan Way' strategies with fidelity across all lessons/subject areas ✓ create engaging lessons by effectively implementing WSAP ✓ connect and communicate with parent/carer to share student engagement and learning progress <p><u>Learning Support Teacher will:</u></p> <ul style="list-style-type: none"> ✓ implement effective adjustments to support students to reach their Learning Goals ✓ use co-teaching as a way to implement adjustments and support student engagement <p><u>Teacher Aides will:</u></p> <ul style="list-style-type: none"> ✓ support teachers to implement effective adjustments to support students to reach their Learning Goals ✓ engage in the language of TLAC – 'The Wandoan Way' <p><u>Leaders will:</u></p> <ul style="list-style-type: none"> ✓ unpack the DOE's Whole School Approach to Pedagogical ✓ align the Pedagogical approaches to the school's mission, vision, and strategic goals ✓ refine whole school documentation to ensure WSAP is embedded as a process ✓ model implementation of pedagogical approaches within the classroom setting ✓ provide access to relevant PD to support implementation (focus on the 'how') ✓ conduct a coaching and feedback cycle based on pedagogy at least once a term ✓ lead review and implementation of the Collegial Engagement Framework ✓ highlight pedagogical approaches throughout community using current communication channels ✓ enact lesson observations in all classrooms, with a focus on pedagogical practice 	<p>Artefacts</p> <p>Student Folios English LW – Gallery photos of 'Champions for teachers' Moderation; samples/feedback Student responses to 5Q4S – collated data Classroom walkthrough protocols PLD Screeners – Reading and Spelling</p> <p>English LW – Gallery photos of 'Champions for teachers' Moderation; samples/feedback Student responses to 5Q4S – collated data Classroom walkthrough protocols PLD Screeners – Reading and Spelling</p>	<p>Artefacts</p> <p>Three Levels of Planning P-10 Whole School Curriculum and Reporting Framework Learning Wall agreed practices – refined SORD Data – English LOA (positive/narrowing changes in achievement gaps among different bands)</p> <p>Collegial Engagement Framework Staff confidence rating scales TLAC Survey</p> <p>Refined teacher planning with key focus on pedagogy and differentiation Lesson Observation & Feedback notes The 'Wandoan Way'</p>
<p>Endorsement: Principal _____</p>	<p>School Supervisor _____</p>	<p>P & C President _____</p>	<p>Queensland Government</p>

Amith

Bobowski

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