Annandale State School
DRAFT   2024 ANNUAL IMPLEMENTATION PLAN **DRAFT***

Educational achievement   Wellbeing and engagement   Culture and inclusion

School priority 1: Increasing Educational Achievement through enhanced Pedagogy	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Building teacher capacity to utilise a range of pedagogical approaches, aligned to ACARA v9, for the teaching of English we are seeking to improve English LOA data and associated disaggregated data sets.	**Term 1**	**Term 2**	**Term 3**	**Term 4**	• 2024 Target English LOA C and above = 92% C and above (whole school) • 2023 Baseline Data English LOA C and above = 90% (whole school) • 2024 Target English LOA B and above (Year 3-6) = 51% • 2023 Baseline Data - English LOA % B and above (Year 3-6) = 49% • 2024 Target Increase First Nations Students Receiving a C or Above in English = 80 % • 2023 Baseline Data of First Nations students receiving a C or above in English = 76 % • 2024 Target Increase of Students with a Disability (SWD) receiving a C or above in English = 70% • 2023 Baseline Data of Students with a Disability (SWD) receiving a C or above in English = 65%	At the end of 2024, Annandale State School aims to have increased LOA Data **for all students** through the building of teacher pedagogical practices.
	Structured Moderation Meetings	Structured Moderation Meetings	Structured Moderation Meetings	Structured Moderation Meetings		
	Classroom Observations & Feedback	Classroom Observations & Feedback	Classroom Observations & Feedback	Classroom Observations & Feedback		
	Interim LOA Data Sets	Sem 1 LOA Reporting	Interim LOA Data Sets	Sem 2 LOA Reporting		

Strategies:

- Supporting quality unit planning through structured release time
- Professional development, mentoring and coaching.
- Observation and feedback
- Partner with Traditional Custodians, Community Elders and Leaders, to co-design local and sustainable trauma informed practices that support the learning needs of students with trauma-related behaviours
- Build the capability of our educators to identify students for whom English is an additional language or dialect (EAL/D) and teach Standard Australian English explicitly, actively and meaningfully
- Lift learning outcomes and extend high-achieving students through excellence programs.

Actions:

- Quality AC v9 English Unit plans collaboratively developed with a Literacy Block sequence of teaching-
- Quality teaching and learning meeting focus on Pedagogy for teaching of English units.
- Implementation of full moderation cycle for new English units – Before/During/After
- Teachers identify a pedagogical approach they will implement during the teaching of the English unit.
- Develop Literacy & Curriculum OneNote to support teachers access and share ideas and resources
- Mentoring and or coaching of individual teachers targeting identified pedagogical approach. (Target year levels as identified from monitoring and LOA English data.
- Monitoring of diagnostic and summative reading data to inform timely intensive teaching targets.
- Leadership team member will implement observation and feedback targeting the agree pedagogical approach.
- Integrate the cross-curriculum priority into classrooms across the whole curriculum, through improved cultural capability of our educators
- Provide traditional language programs and increase awareness of contemporary languages, valuing the traditions and cultural identity of our students
- Identification and tracking of marker students across cohorts (P-2 First Nations students & Year 3)
- Connect with parents and the community to codesign whole of school strategies and ensure students' wellbeing and cultural identity is nurtured, and localised Aboriginal and Torres Strait Islander perspectives are embedded within the curriculum.
- Engagement in External Moderation practices (Term 2-Unit 1 English) with Hermit Park State School
- Community of Practice with Mundingburra State School and Peter Kelly (Precision Consultancy) for School Leaders to develop and drive Action Research Projects (ARPs) linked to 2024 AIP

Responsible officer(s):

Jenifer Lee (HoD/C), Nikky Guillfoyle (Literacy Coordinator), Samara Koidis (Deputy Principal) & Nathan Hustler (Principal)

Resources:
Human- HOD-C, Literacy Leader, Deputy Principal
Fiancial -Teacher Release time for Planning, QTL meetings, Coaching and Mentoring
Physical-PLD resources, sufficient quality texts to support units
Virtual: Literacy OneNote, SORA, Clickview, Online PLD License, Literacy Hub, Reading Hub

Queensland Government

School priority 2: Continuing a Culture of Wellbeing and Engagement	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Maximising learning, wellbeing and academic engagement through a whole school approach to multi-tiered systems of support and case management (behavioural, academic and attendance)	**Term 1**	**Term 2**	**Term 3**	**Term 4**	• Reduction in Student Disciplinary Absences 2023 Baseline Data Set: - Year 3 & 4 cohort - 14 SDAs - (46 days missed) - Whole School – 51 SDA's – (193 days missed) • 2024 Targets for Reduction in Student Disciplinary Absences - Year 4 Cohort- < 15 days of learning lost to an SDA - Year 5 Cohort < 15 days of learning lost to an SDA - Whole School <150 days of learning lost to an SDA	At the end of 2024, Annandale State School aims to have provided rigorous and intensive supports that maximises learning time and increases engagement opportunitesi **for all our students.**
	Weekly Data Checking & Analysis	Weekly Data Checking & Analysis	Weekly Data Checking & Analysis	Weekly Data Checking & Analysis		
	Pulse Survey	Pulse Survey	Real Schools – Twilight PD	Pulse Survey		
	PBL/Case Management Meetings	PBL/Case Management Meetings	PBL/Case Management Meetings	PBL/Case Management Meetings		
	Staff/DP Meetings – Learning through Doing Pedagogy	Staff/DP Meetings – Learning through Doing Pedagogy	School Opinion Survey (SOS) Data	Staff/DP Meetings – Learning through Doing Pedagogy		
			Staff/DP Meetings – Learning through Doing Pedagogy			

Strategies:

• Utilise knowledgeable other (HAT) to develop Year 6 teacher knowledge and pedagogy to link mathematical learning to real world applications by using concrete materials, group work and problem solving (students reasoning and thinking out loud & recording mathematical findings)
• Co-planning ensuring confidence in making appropriate adjustments
• Using Multi-Tiered Systems of Support (MTSS) as a driver for support
• Feedback and coaching
• Using and continuing to develop Positive Behaviour for Learning (PBL)
• HOSES and HODSS to attend during phase and before moderation meetings for targeted cohorts to focus on all 3 domains (academic, behavioural, social/emotional) of MTSS
• Model and implement case management and enquiry cycle for targeted students to SSST and whole school.
• Go to attend during phase and before moderation to discuss data from Rumble Quest whole school (social/emotional/cognitive)

• Reduction in recorded Major and Minor behaviours (2023: 1104 major; 1166 minor)
• Teachers are confident to use restorative practices, classroom PBL and school-wide behaviour management processes
• Teachers using and demonstrating Learning through Doing pedagogy observed through observations and professional sharing.

• Growth in School Opinion Survey Data (SOS)
Student Responses:
Student behaviour is well managed at my school 58.4% in 2023
I like being at my school 67.3% in 2023
I feel safe at my school 69.1% in 2023
I am interested in my school work 59.3% in 2023
The expectations and rules are clear at my school 86.2% in 2023
Parent Response:
My child likes being at this school 88.5 % in 2023
My child feels safe at this school 85.4% in 2023
Staff Response:
I feel confident managing the behaviour of all my students at this school 91.3% in 2023
Student behaviour is well managed at this school 79.7% in 2023

• Growth in Whole School Attendance Data
 - 2023 Attendance Baseline Data - 91%
 - 2024 Attendance Data Target - 93%

Actions:

• Year 6 teacher engage in professional learning utilising the "Learning through Doing" Maths resources and lessons.
• Plan, teach and reflection on lessons with students.
• Model lessons to the year 3 and year 5 cohorts.
• Work towards closing the gaps in preparation for implementation of V9.0 Australian Curriculum Mathematics
• Conduct Assessment of Lagging Skills and Unsolved Problems with marker students to identify areas for intensive intervention
• Facilitate all-staff professional development on PBL processes, Soaring to Success, ESCMs, restorative practices
• Use observation and feedback processes to monitor implementation of ESCMs and PBL lessons with fidelity, and inform targeted capability building
• HOSES and HODSS to attend year level meetings to implement the ABC framework to recording OneSchool behaviour incidents

Responsible officer(s):

Jeanette Mudie (Deputy Principal), Lisa Sweeney (HoD Student Services), Colleen Carr Pauline (HOSES) Maria Musumeci (GO) Nathan Hustler (Principal)

Resources:
Human- HoD SS, HOSES, GO, DP
Fiancial – Investment in inclusion and wellbeing (Human Resourcing)
Physical – Creation of Wellbeing HuB and Learning through Doing Pedagogy Resources
Virtual: DETE Behaviour Hub

- Create a visual representation of supports/strategies that sit within MTSS and include clearly that best first instruction for all learners occurs through a focus on inclusive practice
- Provide one inclusive physical space to support all students' social/emotional and behavioural needs
- Implement consistent classroom and school-wide PBL processes including using Soaring to Success as a universal, targeted and intensive support
- Conduct pulse survey with year 4 and 5 teachers each term to track staff confidence
- Community of Practice with Mundingburra State School and Peter Kelly (Precision Consultancy) for School Leaders to develop and drive Action Research Projects (ARPs) linked to 2024 AIP
- Continued Partnership (2nd Year) with Real Schools building a Restorative School Culture
- GO to conduct whole school Rumble quest and provide feedback to whole school, class cohorts, and to facilitate whole school and individual planning to target the specific needs of individual classes, within a whole school approach.
- GO to provide PD to whole staff in the social emotional/mental health area and the impact on learning engagement and workshop strategies with teachers for whole class and individual students.
- GO to conduct targeted social/emotional programs for targeted students and build capacity of staff to deliver class wide strategies to support student wellbeing.
- GO to implement mentoring program for targeted students.

Approvals

Principal (Acting)   Mr Nathan Hustler   **School Supervisor: Mr Timothy Farrell**