




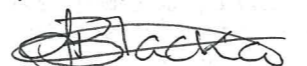
REDBANK PLAINS STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN

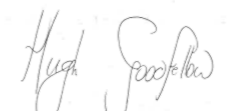
School priority 1	Academic growth through quality teaching	Phase	Developing	School priority 2	Social and Emotional growth through sense of belonging	Phase	Developing
Link to school review improvement strategy:	<ul style="list-style-type: none"> Collaboratively unpack the school's agreed high impact pedagogical approaches to present a clear vision of teaching and learning across the school, supported by high quality professional learning experiences for all staff. Provide opportunity for teachers to work in teams to collaboratively plan, discuss, implement and review classroom curriculum units. 			Link to school review improvement strategy:	<ul style="list-style-type: none"> Attendance goal has been identified after analysis of key priorities from the Equity and Excellence agenda – <i>maximising learning days</i>. 		
Strategy	Enhance teacher capability to implement high yield strategies to engage and meet the learning needs of all learners through the following strategies: <ul style="list-style-type: none"> Collegial Engagement Visible Learning Walls Pedagogical Practices Science of Reading 			Strategy	Maximise learning days of all students by focusing on improving all students' sense of belonging within the school through the following strategies: <ul style="list-style-type: none"> Trauma Informed Practice Engagement Student Voice 		
Actions				Actions			
Collegial Engagement <u>Term 1:</u> Principal will: <ul style="list-style-type: none"> elevate the role of YLC to grow curriculum expertise and provide opportunities for year level teams to collaboratively plan, discuss, implement and review classroom units; collaborate with LCC and Big Focus Group – Curriculum & Reading, to co-design a collegial engagement framework. Leadership team will conduct APR conversations and collate staff development needs within a professional learning plan;				Trauma Informed Practice <u>Term 1:</u> Principal will engage Restrictive Practices team to identify trends in school data set to identify professional development needs.			
<u>Term 2:</u> Principal will unpack the collegial engagement framework for whole staff understanding to build capability of all staff.				<u>Term 2:</u> HOD-C & YLCs will engage in professional learning to identify a whole school approach to trauma informed practices, utilising neuroscience, <i>The Resilience Project</i> , <i>Zones of Regulation</i> and the 11 dimensions of the <i>Belonging framework</i> to meet the needs of all students. Students: <ul style="list-style-type: none"> in Tier 2 & 3, will receive additional positive behavioural interventions and supports to be successful in class will begin to understand concepts of gratitude, empathy and mindfulness. 			
Visible Learning Walls <u>Term 1:</u> Teachers will create visible learning walls for English in every classroom and co-construct A-C exemplars with students. Students will understand concepts of learning intentions and success criteria. Leadership team will engage in visible learning wall discussions with students and teachers to identify whole school understanding.				<u>Term 3:</u> HOD-C & YLCs will co-design a trauma informed practices framework and commit to implementing identified consistent and predictable routines in all classrooms.			
<u>Terms 2&3:</u> Teachers will support students to use co-constructed exemplars with the marking guide. Students will understand how the marking guide is used to assess student learning. Leadership team & YLCs will view all visible learning walls to celebrate successes and identify next steps.				<u>Terms 3&4:</u> Leadership & teachers will engage in feedback cycles, as per the collegial engagement framework, on the implementation of consistent and predictable routines. Teachers will support students' self/co-regulation, relationships and wellbeing using universal strategies to increase student engagement. Students will engage in self/co-regulating strategies in every classroom and will improve in their peer-peer relationships in the classroom.			
Pedagogical Practices <u>Term 1:</u> Year level teams will audit the pedagogies used in classrooms for HOD-C collation.				Engagement <u>Term 1:</u> Engagement Support Teacher will plan the implementation of <i>The Resilience Project</i> and will collaborate with the HOD-C for curriculum links. Big Focus Group – School Events will document the range of school events to be celebrated and/or acknowledged during the year. Teachers will acknowledge students for daily school attendance, by distributing <i>Panther bucks</i> for use at the <i>Panther shop</i> .			
<u>Term 2:</u> HOD-C and Big Focus Group – Curriculum & Reading , will research high impact strategies to trial in English and Mathematics, including the development of a whole school approach that articulates high impact strategies.				<u>Terms 1&2:</u> Engagement Support Teacher will embed concepts of gratitude, empathy and mindfulness into PBL lessons for implementation by all class teachers . Deputy Principal 4-6 will engage in an inquiry cycle to streamline the engagement processes within the school and will document the three tiers of intervention that describe the available supports for whole staff understanding. Social worker will consult with community and local agencies on community needs to coordinate the delivery of workshops and/or programs to parents/carers.			
<u>Term 3:</u> Teachers will implement high impact strategies in every classroom and will have opportunities to provide and receive feedback as articulated within the collegial engagement framework. Leadership team will engage in feedback cycles with teachers.				<u>Term 3:</u> Deputy Principal will collaborate with Engagement Support Teacher to analyse RTC data and share with all staff the successes and additional opportunities for further improvement Parents/carers will engage in identified workshops or access programs to support student academic and/or social/emotional outcomes.			
Science of Reading (SoR) <u>Term 1:</u> Teachers & Teacher aides will deliver daily explicit phonograms (P-6) and Heggerty's phonemic awareness lessons (P-2, & identified 3-6 students) to build student knowledge and understanding through phonics, phonological awareness, phonemic awareness, alphabetic principle and orthographic mapping. Reading coach will mentor/coach teachers to build teacher capability through implementing high yield reading strategies in word reading and language comprehension.				Student Voice <u>Term 1:</u> Student leaders will implement a fortnightly school news video to represent student voice in the school, which will improve and celebrate the student experience			
<u>Terms 2&3:</u> Reading coach will co-design, with Big Focus Group – Curriculum & Reading , a whole school reading vision, reading framework and P-6 reading scope and sequence informed by the SoR principles that dictate the high yield strategies implemented by teachers . Students will understand how to decode unknown words by segmenting and blending using developed word reading skills.				<u>Terms 2&3:</u> Student leaders will seek feedback from students to develop and implement ideas to celebrate the cultural diversity of the school, to ensure every student can be proud of their culture			

End Term 4	Measurable outcomes	80% of students achieving A-C in English and Maths; 80% of Prep – Year 2 students meeting Decodable Reader targets ; 80% of Prep – Year 6 students achieving A-C in English Reading Comprehension Tasks; 80% achieve cluster in Literacy Continuum tracking and monitoring	End Term 4	Measurable outcomes	<ul style="list-style-type: none">Increase attendance to 88%
	Success criteria	Behaviourally: Students will understand their visible learning walls and why they are using them; how to segment and blend using developed word reading skills. Teachers will confidently collaborate with their peers to provide feedback cycles on pedagogical practices (as per collegial engagement framework); confidently teach word reading and language comprehension as per reading framework. Leadership team will be visible in classrooms to provide feedback to teachers on pedagogical practices.		Success criteria	Behaviourally: Students will celebrate their culture and successfully engage in learning at school with an attendance rate of 88%. Teachers will acknowledge daily attendance and will enact consistent and predictable routines. Leadership team will articulate a multi-tiered approach for whole school understanding.
	Artefacts	Whole School Pedagogical Practices, Whole School Data Plan, Collegial Engagement Framework, Professional Learning Plan, Reading Framework		Artefacts	Trauma Informed Practices Framework, Whole School Intervention Model

Approvals

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

Principal 21/2/24 P&C 21/2/24

School Supervisor 19/03/2024

