



REDBANK PLAINS STATE SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN

Our Vision – A community where we belong, engage and love to learn.

School priority 1			Every student has a measurable growth in English.	Phase	Implement	School priority 2			Enact Tier 1 supports, as documented in MTSS framework	Phase	Implement
Link to system or 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 system or school review improvement strategy:			<ul style="list-style-type: none">Student wellbeing and engagement in learning (Equity and Excellence)Sense of belonging (Metro South - Regional Office priority)		
Strategy			Pedagogical Practices, Enact the Collegial Engagement Framework, Reading			Strategy			Consistent and Predictable Routines, Trauma Informed Practice, MTSS Framework, Engagement Model		
Actions						Actions					
<p>Pedagogical Practices</p> <p>Each term:</p> <ul style="list-style-type: none">teachers will know their learners by periodically analysing school data sets (<i>learner</i>)teachers will create visible learning walls for English with student co-constructed A-C exemplars and child friendly marking guide so students can become self-managing learners (<i>curriculum and learner</i>)teachers will commence every lesson with learning intentions and success criteria in English (<i>curriculum and learning</i>)teachers will co-plan and co-teach each week to meet the needs of all students (<i>learning</i>)teachers will implement the pedagogical principles as per whole school approach to pedagogy and planned differentiation strategies to lift English outcomes for ‘B’ and ‘D’ marker students (<i>learner</i>) <p>Enact the Collegial Engagement Framework (CEF)</p> <ul style="list-style-type: none">teachers will engage in weekly one hour of professional learning to build a school wide assessment culture and develop shared assessment literacy to use data to improve English outcomes (<i>learning</i>)teachers will achieve their APDP goals by identifying professional learning strategies as per the CEFleadership team will engage in collaborative and data informed discussions, at Professional Learning Teams (PLT), to support teachers to teach (<i>learner and learning</i>)Leadership team will engage in walkthroughs to inform professional learning to build capability of teachers and teacher aides <p>Reading</p> <ul style="list-style-type: none">teachers will deliver explicit daily reading lessons aligned to the reading position statement (<i>curriculum</i>)teachers will know their learners by analysing <i>Probe, Sparkle and LOA</i> data to make necessary reasonable adjustments in the teaching and learning of reading (<i>learner</i>)teachers will teach all components of reading daily – phonics (phonogram lessons), phonemic awareness (Heggerty’s and spelling), vocabulary, comprehension, fluency and oral language (<i>curriculum and learning</i>)teachers and teacher aides will provide reading intervention (LLI) based on student data needs (<i>learner</i>)HOD C will provide coaching and mentoring opportunities for one on one on reading through the Australian Curriculum (<i>curriculum and learning</i>)						<p>Consistent and Predictable Routines</p> <p>Term 1, weeks 1-4</p> <ul style="list-style-type: none">teachers will deliver the revised Learning to Learn units to establish consistent and predictable routines and understanding of school expectations <p>Each term:</p> <ul style="list-style-type: none">teachers will revisit Learning to Learn concepts as required to support students to meet the learner expectations <p>Sense of Belonging</p> <p>Each term:</p> <ul style="list-style-type: none">teachers will consistently deliver daily <i>morning circles</i> at 8:45am to help create a sense of belonging and community within the classroomteacher aides will participate in class morning circles to develop and strengthen relationships with studentsleadership team will participate in one morning circle per week for line of sight and to develop and strengthen relationships with students <p>MTSS Framework</p> <p>Term 1</p> <ul style="list-style-type: none">leadership team will articulate for teachers and teacher aides, the criteria to be used for teachers to identify students for Tier 1, 2 and 3 supportsleadership team and cohort coordinators will support teachers and teacher aides to develop an understanding of the RPSS MTSS framework and to deliver tier 1 strategiesdeputy principals will deliver to all staff, the <i>10 essential skills for classroom management</i>, to build the capability of all staff in tier 1 strategiescohort coordinators will support teachers to implement the prioritised Berry Street principles of <i>restorative conversations, ready to learn scales, ready to learn plan</i> and <i>mindfulness/brain breaks</i>teachers and teacher aides will implement deliberate tier 1 supports to respond to minor behaviours that are managed at the Tier 1 levelteachers will co-design with students, a classroom menu for classroom-based rewards within a week of receiving acknowledgment of pro-social behavioursteachers will implement a calm down space in every classroom to support students to de-escalate and will use the ready to learn scale to return students to learning <p>Each term</p> <ul style="list-style-type: none">Teachers will fortnightly review tier levels of students in their classrooms to track student progress and to use the MTSS Framework as a reference document to identify key supports to support all leanersTeachers and teacher aides will engage in collaborative and individual reflection of Tier 1 supports to build their repertoire or tier 1 supportsteachers will have opportunities to engage in coaching and/or peer to peer lesson observation for feedback <p>Engagement Model</p> <p>Each term</p> <ul style="list-style-type: none">Leadership team and year level teams will fortnightly analyse academic, behavioural and attendance data to identify the learning needs of students in the cohort					
End Term 4	Measurable outcomes	80% of students achieving A-C in English; 80% of Prep – Year 6 students achieving A-C in English Reading Comprehension Tasks				End Term 4	Measurable outcomes	Increase attendance to 88%, 5% decrease in students receiving 6+ major behaviours			
	Success criteria	Behaviourally: Students will become self-managing learners by being able to answer the 5 Lyn Sharratt questions. Teachers will be able to use existing data sets to help inform their teaching sequence. Leadership team will engage in instructional leadership rounds (walkthroughs) to have line of sight on school priorities and able to support next steps in professional learning.					Success criteria	Behaviourally: Students will actively engage in morning circles and will follow the daily expectations to become successful learners. Teachers will employ deliberate tier 1 strategies to support the range of diverse learners in each classroom. Leadership team will enable staff opportunities to individually and collaboratively reflect on which deliberate tier 1 strategies are to be trialled next to support identified learners.			
	Artefacts	Whole School Pedagogical Practices, Whole School Data Plan, Collegial Engagement Framework, Professional Learning Plan, Reading Framework					Artefacts	MTSS Framework			
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.											
Principal		20/02/2025		P&C		20/02/2025		School Supervisor		18/03/2025	

Hugh [Signature] 18/03/2025