



Alger State School

2022 Annual Implementation Plan

Improvement Priority 1. Implementation of the Australian Curriculum and the development of Purposely Connected Units of Work

Targets

90% of students achieve a C in English, Mathematics & Science each semester.

90% of students achieve the year level semester reading benchmark. (School Data Literacy Plan)

50% of students achieve in the top two grades (eg. A,B) in English, Mathematics and Science each semester.

Strategy: Systematically review, enhance and refine the school's Purposely Connected Curriculum (PCC) Units of Work and implement changes to reflect the school's pedagogical framework.

Actions	Timeline	Responsible Officer(s)
Continue to backwardly map the school's Units of Work against the achievement standards of the Australian Curriculum and look for opportunities to deliver any missing areas and minimise duplication.	Ongoing	HOC
Continue to align the school's Curriculum and Units of Work to the Qld P-12 Curriculum And Report Framework (CARF) 2021 to ensure minimum requirements are met.	Ongoing	HOC
Utilise the Three Levels of Planning Guide provided in the Qld CARF as part of an inquiry based approach to whole school improvement.	Ongoing	HOC
Look for ways to incorporate Age Appropriate Pedagogies (AAP) into the school's Units of Work.	Ongoing	HOC
Further enrich current PCCs to embed digital pedagogies in learning and assessment tasks.	Ongoing	HOC
Refine and enhance PCCs to ensure they align with the Australian Curriculum and are adjusted for the local context using feedback from staff, students and the community.	Ongoing	HOC
Explore the meaning of inquiry based learning with teachers.	Ongoing	HOC

Strategy: Enhance and develop the Age Appropriate Pedagogies (AAP) approach into the whole school as a basis for the formation of a new Pedagogical Framework.

Actions	Timeline	Responsible Officer(s)
Reflection activities to identify and incorporate AAP within regular teaching practice.	Ongoing	Deputy Principal, HOC
Provision of training and support for the establishment of AAP across the school: staff development sessions, WOW, Coaching etc. (Cassie M, as Lead Teacher AAP)	Ongoing	Cassie Mutimer, Kristin Tamburro, Lee Whatley
Investigate links with other schools around Age Appropriate Pedagogies to foster collegiate sharing.	Ongoing	Cassie Mutimer





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Strategy: Develop the School Reading Program and strengthen consistency of practice through the school.

Actions	Timeline	Responsible Officer(s)
Review and enhance the existing School Reading Handbook in the light of the new Writing Handbook and the training on the Teaching of Reading (Learning Place).	Term 3	Principal, Deputy Principal, HOC
Teacher Aides also support Guided Reading in all classes by taking a group of students in each class every day. (Flying Squad).	Ongoing	Le'Ellen Donoghue, Carolyn Lawrence, Nyree Taylor
Maintenance of quality intervention programs to support students with reading difficulties.	Ongoing	Le'Ellen Donoghue, Carolyn Lawrence, Nyree Taylor
Introduction of Phonics Based Decodable Readers to Prep for students who struggle with Reading as an alternative tool to support their learning.	Term 2	Deputy Principal

Strategy: Develop the School Mathematics Program and move it to an inquiry based model.

Actions	Timeline	Responsible Officer(s)
Ensure consistent application of Alger's Maths Problem Solving Toolkit.	Ongoing	HOC
Explore inquiry based learning in Units of Work in mathematics in all year levels.	Ongoing	HOC
Continue with the subscription to Matific to support numeracy using digital pedagogies.	Term 1	Principal





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Strategy: Continue to embed digital pedagogies into all aspects of the school's curriculum program.

Actions	Timeline	Responsible Officer(s)
Implementation of the Apple Distinguished Schools Philosophy around the innovative and creative use of technology to support 21st Century teaching and learning practices.	Ongoing	Angela Francis, Helen Spanos
Embedding digital pedagogies for teaching and assessment within the school's Curriculum Program.	Ongoing	HOC
Professional training and support for classroom teachers around how to use iPads for teaching and learning.	Ongoing	HOC
Establishment of a Digital Pedagogies Coach to support teachers in classrooms. (0.4)	Ongoing	Helen Spanos
Continuation of the iAssistant Program that trains a couple of students per class in Yrs 2-6 as troubleshooters and genius bar advisers in their classrooms.	Ongoing	Helen Spanos
School Professional Learning Communities (PLCs) for iPads are run regularly.	Ongoing	Helen Spanos
Continue publication of the iMemo to support staff with hints and tips on how to incorporate digital pedagogies into daily use.	Ongoing	Helen Spanos
Establishment of Digital Technologies Leadership Team to foster continued development within the school.	Ongoing	Helen Spanos
Continuation of iPad specific teachers aides and technician to support technology program.	Ongoing	Inez Brown, Lisa Hudson, Matt Richards





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Strategy: Support the professional development of staff around school priorities and programs.

Actions	Timeline	Responsible Officer(s)
Introduce Alger State School - Writing Across the Curriculum (Writing Handbook) to the school teaching team as a way to facilitate a consistent schoolwide understanding and approach to writing.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator
Teaching Staff go through the 6 modules of the Teaching Of Writing online course hosted on the Learning Place as a way of forefronting the work on writing through the school.	Term 1	Deputy Principal, HOC
Staff develop a deeper understanding of Aboriginal and Torres Strait Islander Perspectives through undertaking the Crossing Cultures workshops provided by Region.	Term 1	Principal
Consider the training of staff in well being techniques and building a team culture to build the morale of staff.	Ongoing	Principal, Deputy Principal, HOSES
Continued professional learning for staff through iLearn, iEducate and other training opportunities to enhance digital pedagogies.	Ongoing	Helen Spanos
Continued partnership with Apple Distinguished Schools and the ADS Network to support our school.	Ongoing	Inez Brown, Angela Francis, Lisa Hudson, Matt Richards, Helen Spanos
Continue further training in all the areas of Inclusion to support the staff of the school.	Ongoing	Kelly Thompson
Teaching Staff go through the modules on the Learning Place related to the Teaching of Reading to ensure consistency of practice.	Term 2	Principal, Deputy Principal

Strategy: Develop more inquiry based Units of Work in Science.

Actions	Timeline	Responsible Officer(s)
Develop and enhance the current PCCs that incorporate Science to include hands on tasks with elements of inquiry.	Ongoing	HOC
Replace existing stand alone Science Units of Work that use C2C with new Units of Work based on Primary Connections which are very enquiry based.	Ongoing	Deputy Principal, HOC
Re-invigorate the use of the Science Centre for practical hands on Science activities.	Ongoing	HOC





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Strategy:	Review and develop the school's Assessment Framework looking at a range and balance of assessment tasks.
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Actions	Timeline	Responsible Officer(s)
Review the school's Data Plan to ensure that it aligns with the requirements of the Australian Curriculum and QCARF. Consider ways to assess less where appropriate while still meeting the standards.	Ongoing	HOC
Develop ways to provide evidence of student learning across the year while only providing summative assessment at the QCAR recommended, semester, annual and band junctures.	Ongoing	HOC

Strategy:	Develop and enhance the school's STEM Program.
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Actions	Timeline	Responsible Officer(s)
Continue embedding the quality STEM programs within the school: Years: Prep, 1, 2, 4 & 6 Robotics Programs and Coding programs in Years 3 & 5.	Ongoing	Angela Francis
STEM strategies within curriculum pedagogies, particularly around the use of iPads, where the applications are used to promote creative and critical thinking.	Ongoing	HOC
STEM Teacher Aide to support Makerspace, Science Centre and robotics programs.	Ongoing	Inez Brown

Strategy:	Review and enhance the school's spelling program, Words Their Way.
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Actions	Timeline	Responsible Officer(s)
Ongoing professional development for new and continuing staff who need support in the school spelling program.	Ongoing	HOC
Engage teaching staff in a review of the school wide spelling program, looking at successful approaches and new ways to help invigorate the program after some 6 years of continuous implementation.	Term 3	Principal, Deputy Principal, HOC

Strategy:	Review and enhance work around high expectations for learning including WALT, WILF, student goal setting and feedback.
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Actions	Timeline	Responsible Officer(s)
Annual principal talk about school expectations and the school improvement agenda at the pupil free days to include these vital components of the school's program.	Term 1	Principal
Ensure WALT & WILF are used in the coaching program as part of the feedback to teachers.	Ongoing	Sharni Rogers, Helen Spanos
Investigate the use of Bump It Up Walls to support student feedback.	Ongoing	Deputy Principal





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Strategy: Collaboratively review expectations and approaches to providing purposeful feedback to teachers on their teaching.

Actions	Timeline	Responsible Officer(s)
Teaching staff engage in the school Coaching Program using the Coaching Palette. All teachers meet the minimum requirement which is to receive feedback from a peer coach at least once a semester.	Ongoing	Angela Francis, Sharni Rogers, Helen Spanos
Staff (Teaching and Non-Teaching) engage in the online Annual Professional Development Planning process (APDP) to support their professional growth and obtain feedback about their work.	Ongoing	Principal, Deputy Principal, HOC, HOSES

Strategy: Strengthen the ability of teachers to utilise the analysis of data to influence and inform teaching in all areas.

Actions	Timeline	Responsible Officer(s)
Data conversations with classroom teachers around their class reading data conducted by the Administration Team at the end of each data collection cycle.	Ongoing	Principal, Deputy Principal, HOSES
Regular data dives into OneSchool Class Dashboard during Planning Days.	Ongoing	HOC
Triangulation of A-E student data to support consistency.	Ongoing	Deputy Principal, HOSES

Improvement Priority 2. Develop and implement the school's philosophy, vision and strategies for inclusive education.

Targets

90% of students indicate they feel accepted by other students at the school. (School Opinion Survey)
 90% of students indicate they like being at school. (School Opinion Survey)
 60% of NCCD identified students achieve a C or above in English and Mathematics.

Strategy: Differentiation strategies are purposely planned and implemented by teachers for the range of students in their class.

Actions	Timeline	Responsible Officer(s)
Utilise the Process For Differentiating Unit Planning guide developed by the Assessment and Moderation Hub to inform a whole school approach to differentiated teaching and learning to all students.	Ongoing	HOC





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 60% of NCCD identified students achieve a C or above in English and Mathematics.

Strategy: Develop and enhance the school's Special Education Program to include it in all aspects of curriculum delivery for students with a disability.

Actions	Timeline	Responsible Officer(s)
Continue the development of a more inclusive approach to the delivery of Inclusion services where Inclusion teachers support students through co-teaching in classrooms.	Ongoing	HOSES
Inclusion teachers attend year level planning days to contribute to embedding differentiated and inclusive approaches in planning.	Ongoing	HOSES
Collect annual NCCD data collaboratively with admin team and teachers.	Ongoing	HOSES
Provide training and support for teachers to develop personalised learning plans as part of NCCD data collection.	Ongoing	HOSES
Inclusion teachers collaborate with teachers and parents to develop and implement personalised learning plans.	Ongoing	HOSES
Delivery of individualised programs for students with high support needs by accessing relevant departmental and external supports.	Ongoing	HOSES
Investigate the application of the new Disability Resourcing Model.	Ongoing	HOSES

Strategy: Provision of professional development and training for staff to support students to overcome barriers to inclusion including elements of diversity and family background.

Actions	Timeline	Responsible Officer(s)
Staff training in anaphylaxis, asthma, diabetes and the use of an epi-pen.	Term 1	HOSES
Staff professional training around inclusive practices to overcome barriers to learning for a wide range of students.	Ongoing	HOSES





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 60% of NCCD identified students achieve a C or above in English and Mathematics.

Strategy: Explore and develop strategies to support students from culturally and linguistically diverse backgrounds.

Actions	Timeline	Responsible Officer(s)
Oral language programs for students in Prep with EAL/D.	Ongoing	Warda Abrahams, Carolyn Lawrence, Reshmi Sinh, Nyree Taylor
The development of intervention programs to support students with EAL/D across the school.	Ongoing	Reshmi Sinh
Inclusion of EAL/D students in targeted intervention programs across the school that support Reading.	Ongoing	Carolyn Lawrence, Nyree Taylor, Lee Whatley
Subscribe to the Metropolitan Region EAL/D Resources to support students.	Ongoing	Reshmi Sinh
Celebrate Harmony Day as a cultural event within the school to promote diversity.	Term 3	Reshmi Sinh
Promote the school communication app's translation feature to include more families with linguistically diverse backgrounds.	Ongoing	Principal
Embedding Aboriginal and Torres Strait Islander perspectives into the curriculum Leadership Team is supported within the school.	Ongoing	Belinda O'Hanley, Kristin Tamburro, Victoria Vella





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Strategy: Develop teachers' skills in data analysis to support them to plan for differentiation strategies for their students.

Actions	Timeline	Responsible Officer(s)
Teachers use differentiation planners when developing Units of Work.	Ongoing	HOC
Teachers use the Class Dashboard to document reading differentiation strategies.	Ongoing	HOC
Teachers interrogate data from OneSchool around A-E to support their practices.	Ongoing	HOC
Moderation of English and Math Student Portfolios to validate judgements around academic reporting.	Ongoing	HOC
Moderation of sample writing tasks in planning days to ensure a consistency of understanding of the requirements for achievement in the upper two bands by investigating descriptors and elaborations.	Ongoing	HOC
Case Management of identified students across a year level as a professional learning activity.	Ongoing	HOC, Year Coordinator
Adjustments for students' learning are made in Individual Curriculum Plans, Individual Education Plans and Personalised Learning Plans.	Ongoing	HOSES
Teachers plan for the differentiation of their students in their personal planning documents.	Ongoing	HOC

Strategy: Implementation of quality intervention programs to support students.

Actions	Timeline	Responsible Officer(s)
All Intervention programs are designed and monitored using 'The Simple View of Reading' framework.	Ongoing	Carolyn Lawrence, Nyree Taylor
Black Sheep (Tier 1), Prep Oracy (Tier 2), Early Reading (Tier 2), Phonological Awareness (Tier 2), Letters/Sounds (Tier 2), Speech Sounds (Tier 3) & Story Club (Tier 3) Programs for Prep Students.	Ongoing	Warda Abrahams, Carolyn Lawrence, Nyree Taylor, Lee Whatley
Early Reading & Writing, Letters/Sounds, Rip-It-Up Reading, Lower and Upper School Phonological Awareness, Comprehension, & Read-Spell-Comprehend Program. Tier 2 Intervention Programs across Yrs 1-6.	Ongoing	Carolyn Lawrence, Nyree Taylor
Tier 3 Individualised support is provided for students with a Support Plan each semester.	Ongoing	Carolyn Lawrence, Nyree Taylor
SLP Yr 1-6 Tier 2 Intervention programs: Story Club, Grammar and Advanced Grammar Builders, Word Builders, Social Communication & Transition to Junior Secondary (Tier 1).	Ongoing	Warda Abrahams
SLP Tier 3 intervention: Individualised programs, Speech sounds and Language development.	Ongoing	Warda Abrahams





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Strategy: Utilise a range and balance of the Age Appropriate Pedagogies approach to teaching and learning to ensure all students are included in learning.

Actions	Timeline	Responsible Officer(s)
Teachers use a range and balance of Age Appropriate Pedagogies to support inclusion.	Ongoing	HOC, HOSES
Further delivery of early years discovery learning.	Ongoing	Deputy Principal

Strategy: Provision of programs and strategies to support students to achieve in the upper two bands.

Actions	Timeline	Responsible Officer(s)
Levels of challenge are established by classroom teachers in the online resources like, Matific, Epic & Sunshine Books Online that are used across the school.	Ongoing	HOC
Maintenance and development of the school STEM Program which includes school wide coding and robotics.	Ongoing	HOC
Provide opportunities for students to take part in competitions beyond the school. Eg. ICAS English, Maths & Science Competitions, STEM Competitions, District Readers' Cup etc.	Ongoing	HOC
Students participate in interschool sport.	Ongoing	Principal, Deputy Principal
Students have opportunities to participate in Instrumental Music Programs.	Ongoing	Kristin Tamburro
Enhancement programs in the Visual Arts, Dramatic Arts & Dance.	Ongoing	HOC
Use of digital pedagogies and iPad to promote creativity, innovation, problem solving and design thinking.	Ongoing	HOC





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Strategy: Exploration of the use of digital technologies to support the diverse learning needs of all students.

Actions	Timeline	Responsible Officer(s)
Promote the use of iPad as a tool for learning across the school with the BYOD Program. Provision of an equity fleet of devices to support students who are unable to purchase their own device.	Ongoing	Principal, Deputy Principal
Embed digital pedagogies in teaching and assessment programs within the school.	Ongoing	HOC
Implementation of school wide iPad security program and revised Terms of Use Agreements for students and parents.	Ongoing	HOC
Conduct an open day for parents to demonstrate the use of digital pedagogies by students and teachers. (iLearn for Parents)	Term 2	HOC
Host a professional learning day for staff beyond the school around digital pedagogies in partnership with Apple Education. (iLearn for Staff)	Term 3	HOC

Strategy: Support students living in out-of-home care.

Actions	Timeline	Responsible Officer(s)
Provision of Education Support Plans for students living in out-of-home care.	Ongoing	Guidance Officer
Liaison with external agencies to support the needs of students living in out-of-home care.	Ongoing	Guidance Officer





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Improvement Priority 3. Further the implementation of Positive Behaviour for Learning (PBL) at the school.

Targets

- 90% of students achieve a C or above in academic reporting for Behaviour.
- 90% of all students like being at school. (School Opinion Survey)
- 90% of students think behaviour is well managed at the school. (School Opinion Survey)

Strategy: Develop and enhance the school's Positive Behaviour for Learning Program.

Actions	Timeline	Responsible Officer(s)
Continued implementation of the Positive Behaviour for Learning Program including school wide rewards system, Rewards Shop and achievement levels.	Ongoing	Principal, Deputy Principal, HOSES
Ensure the prizes in the Rewards Shop are desirable for the children and maintain good stock supplies. Review the vouchers for continued relevance and interest with the students.	Ongoing	Principal
PBL Committee meets at least once a term to review the program, data and rewards system.	Ongoing	Principal, Deputy Principal, HOSES

Strategy: Promote the positive success of PBL with the parent community.

Actions	Timeline	Responsible Officer(s)
Maintain and enhance the School Wide automatic recognition scheme to include a range of certificates of achievement, postcards and other items that are sent home to promote the program.	Ongoing	Principal
Regularly update the school communication app (School Stream) with positive information about PBL including student achievements, rewards available and values of the program.	Ongoing	Principal
Publish the Rule of the Week on the school communication app for parents to access and discuss with their children.	Ongoing	HOSES
Presentation of special PBL certificates and awards at student assemblies to promote the program with parents.	Ongoing	Principal, Deputy Principal, HOSES

Strategy: Review and enhance the You Can Do It Program across the school.

Actions	Timeline	Responsible Officer(s)
Review You Can Do It Program within the school.	Term 2	Michael Burkin





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Strategy: Strengthen knowledge and understanding of all staff members to consistently embed PBL practices.

Actions	Timeline	Responsible Officer(s)
Induction of new staff in PBL program and practices across the school.	Term 1	Principal
Regular training and professional development sessions for all staff on PBL perspectives within the school.	Ongoing	Deputy Principal, HOSES
Maintain current information about PBL policies and procedures in the Staff Handbook and School Sharepoint Site.	Ongoing	Principal

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

