Algester State School Annual Implementation Plan 2023

21st Century Learners - Every student succeeding every day

Priority #1 – Culture

A culture that promotes learning (#3)		*Equity and Excellence*	
1.1. Strategy – Build a culture that promotes learning and wellbeing. By the end of 2023, all members of the school community will have had the opportunity to engage in the development of the vision and values that underpin the school culture that promotes learning and wellbeing.			**SIH DOMAIN 3:** A culture that promotes learning
Actions	**Targets**	**Timeline**	**Responsible Officer/s**
Vision and values 1.1.1 Collaboratively define the terms 'vision' and 'values' and raise community awareness about the agreed definition.	100% staff engage in awareness raising.	Term 2, 2023	Janine Leach
1.1.2 Consult with staff, parents and students to develop an Algester State School vision and values statement.	100% staff engaged in development of vision and values. P and C, student council engaged in consultation.	By end of Term 3	Janine Leach Consultant
1.2.3 Communicate the Algester SS vision and values to the whole school community.	Written statement	Term 4	Janine Leach

1.2.4	Analyse SOS data and continue to monitor and act proactively to respond to identified data trends.	School Opinion Survey Continue upward trend in staff morale (68.1% in 2022; 28.3% in 2021). Reduce number of staff who have reported bullying – 16.2% in 2022 Student – I can talk to my teachers about my concerns. Increase from 79% in 2022. Parent – maintain parent positive school culture 93% or above.	Term 3	Janine Leach
1.2.5	Investigate opportunities to foster positive relationships to enhance strong staff, student and parent/carer partnerships.	Gain staff, student and parent input regarding specific Algester State School needs and possible directions to enhance positive partnerships.	By end of Term 3	Janine Leach Leadership team Parents Student Council Staff
1.2.6	Data conversations conducted with teaching staff each semester.	All teaching staff meet with line managers to analyse student progress – support, develop and extend	Semester 1 Semester 2	Principal, DPs, HOSES, HODC
1.2.7	All staff participate in in APDP process.	100% of staff have completed APDP cycle	Term 1 Term 4	Principal, DPs, HOSES, HODC, BM

Priority #2 – Australian Curriculum

By the end of 2023, Algester State School will build staff capability and confidence to implement the Australian Curriculum using signature school approaches to increase student outcomes.

Strategy – 2.1 – Reading	SIH DOMAINS: 6
Develop and implement a whole school reading framework informed by the critical aspects of reading.	Systematic curriculum delivery

Actions	Targets	Timeline	Responsible Officer/s
2.1.1 Review and refine existing practices in reading across P-6. 2.1.2 Identify and plan for the reading demands across learning areas in units of work. 2.1.3 Develop a consistent and data responsive approach to guided reading in P-6, by increasing staff during guided reading (e.g. teacher aides and inclusion teachers) 2.1.4 Embed a common understanding of and systematic approach to modelled, shared, guided and independent reading. 2.1.5 Implement an *instructional routine* to teach phonemic and phonological awareness and phonics across P-2. 2.1.6 Continue Prep Early Start and implement in Year 1 in order to use data to inform teacher planning. 2.1.7 Continue Speech Language Pathologist Support for early years literacy intervention. 2.1.8 Provide actionable feedback to students to improve reading outcomes.	English – Receptive Summative Tasks • 90% - C > • 50% - AB • *100% of students at year level or above benchmarks for PM & PROBE* • All P-2 teachers implementing *instructional routine* in phonological and phonemic awareness, and phonics. • *Early start administered for all students Start of Prep End of Prep End of Year 1* • *Increase SLP support by 0.2 FTE in 2023 (I4S oral language)*	**Term 1** • Early start data analysis at point of collection. • SORD data analysis PREP & Year 1. **Term 2 & Term 4** • Track each receptive summative task P-6 • Pre- moderation of End of semester A-E data P-6 • Track diagnostic data **Term 3** • Track diagnostic data • Review academic data P-6 • Track Early Start and oral language data.	HODC DPs Classroom teachers Speech Language Pathologist Inclusion teachers – literacy and numeracy

Strategy – 2.2 – Writing Refine and embed school signature approaches in writing to make learning visible.			SIH DOMAINS: 6 Systematic curriculum delivery
Actions	**Targets**	**Timeline**	**Responsible Officer/s**

2.2.1   Refine and embed the use of Bump it Up and learning walls to:
    o provide actionable feedback to enable goal setting for students to improve writing outcomes.
    o build assessment literacy of students in English
	English – Productive Summative Tasks
	• 90% - C >
	• 50% - AB
	• *Improved achievement in academic data for Support, Develop and Extend focus students*
		Term 1
		• Early start data analysis at point of collection.
		• SORD data analysis PREP-6
		Term 2
		• Pre- moderation of End of semester A-E data P-6
		Term 3
		• SORD data analysis PREP-6
		Term 4
		• Pre- moderation of End of semester A-E data P-6
			HODC
			DPs
			Ped Coach
			Classroom teachers

2.2.2 Develop teacher knowledge and capability to explicitly teach text, grammar, word and visual features of a range of text types to provide explicit and targeted instruction and feedback to students. 2.2.3 Identify and plan for the writing demands across learning areas in units of work.	English • 90% - C > • 50% - AB • All class teachers explicitly teaching language features of text. • All unit plans incorporate writing demands of assessment tasks.	**Term 1** • Early start data analysis at point of collection. • SORD data analysis PREP-6 **Term 2** • Pre- moderation of End of semester A-E data P-6 **Term 3** • SORD data analysis PREP-6 **Term 4** • Pre- moderation of End of semester A-E data P-6	HODC DPs Classroom teachers

Strategy – 2.3 – Three levels of planning Review and realign the three levels of planning in preparation for implementation of the Australian Curriculum V9 (English & Mathematics) 2024.			SIH DOMAINS: 6 Systematic curriculum delivery
Actions	**Targets**	**Timeline**	**Responsible Officer/s**
2.3.1 Familiarise all teaching staff with v9. Australian Curriculum, English and Mathematics. 2.3.2 Monitor remaining learning areas for alignment to Australian Curriculum v.8.4	• 100% staff familiarisation with Australian Curriculum V9, English and Mathematics	PD Sem 1 Planning days in Sem 2	HODC Classroom teachers
2.3.3 Year level and specialist teachers released each term to collaboratively plan and moderate.	• All teaching staff		HODC DPs Classroom teachers
2.3.4 Review current pedagogical practices in Mathematics to support implementation of v9. Australian curriculum	• *Whole school approach to mathematics developed for 2024 implementation.*	Sem 1 – review Sem 2 - develop	HODC DPs Classroom teachers
2.3.5 Update English and Mathematics year level plans, summative assessment and marking guides to align with the Australian Curriculum v9.	• 100% English and Mathematics planning aligned to the Australian Curriculum v9.	End of 2023	HODC
2.3.6 Review moderation practices using student assessment folios and class mark books aligned to assessable elements.	• 100% teachers have an aligned summative assessment folio to support moderation.	Sem 1 – develop Sem 2 - implement	HODC DPs Classroom teachers
2.3.7 Build staff cultural capability to embed Aboriginal and Torres Strait Islander perspectives in curriculum delivery.	• 100% staff to complete cultural capability training. • First Nations perspectives evidenced in three levels of planning.	Sem 1 - training Sem 2 - develop	DPs HODC

Strategy – 2.4 Digital Pedagogies
Align and embed transformational digital pedagogies to deliver the Australian Curriculum.

SIH DOMAINS:
Expert Teaching Team

Actions	Targets	Timeline	Responsible Officer/s
2.4.1 Through the teacher coaching, build teacher capability to teach using digital pedagogies (I4S)	• 4 trained Apple learning coaches • 100% staff Apple Teachers (90% in 2022) • 100% teachers and teacher aides embed digital pedagogies in the classroom.	End 2023	PED COACH HODC
2.4.2 Continue iAssistants to build student capability and confidence to support peers and staff with iPad support.	• 2 students trained in each Years 2-6 class.	End term 1 identified and trained Ongoing training in 2023	PED COACH HODC Laura Greig Belinda Winchester Matt Richards Kartika Prasad
2.4.3 Embed transformational digital practices within year level planning to plan, teach, assess and provide feedback.	• All planning incorporates digital pedagogy. • 100% teachers embed digital pedagogies in their teaching.	End 2023	PED COACH HODC Classroom teachers

Strategy – 2.5 Capability building
Coaching and capability

SIH DOMAINS:
Expert Teaching Team

Actions	Targets	Timeline	Responsible Officer/s

Continue to build capability through:
2.5.1   Coaching – as per coaching palette and supporting release timetable (I4S)
2.5.2   New staff engage in instructional coaching in school signature practices and digital pedagogies.
2.5.3   Learning walks/Data discussions
      ▪ Term 1 - Writing – making learning visible
      ▪ Term 2 - Reading
      ▪ Term 3 – Inclusion/differentiation (NCCD/data discussions)
      ▪ Term 4 – Positive Behaviour for Learning
2.5.4   Professional Learning Community – as per identified.
	• 100% Teachers and teacher aides access coaching support as per individual requests.
	• 100% teachers participate in learning walks/data discussions.
	• Teachers and teacher aides engage in a Professional Learning Community in an identified area.
		Throughout 2023	Ped Coach
			Knowledgeable others
			Leadership Team
			Teaching Staff

Priority #3 Inclusion

Strategy – build inclusive culture and practices			
3.1 Strategy – By the end of 2023, all teachers will plan and implement reasonable adjustments and differentiate teaching, learning and assessment.			**SIH DOMAINS:** • **A culture that promotes learning.** • **Differentiated teaching and learning**
Actions	**Targets**	**Timeline**	**Responsible Officer/s**
3.1.1 Raise staff awareness of the definition of inclusion and the Department of Education Inclusive Education Policy, and Disability Standards for Education.	100% of staff engage in awareness raising sessions.	End of Term 1	HOSES
3.1.2 Develop a common language of 'Every student succeeding, every day', that every teacher can teach to high standards given the time and the right assistance and that every student can achieve high standards given the right time and the right support. High expectations and early interventions. (Parameter #1 – Clarity)	100% of staff can articulate common language around our shared beliefs and understandings.	End of Term 1	HOSES Leadership Team Staff
3.1.3 Clarify and communicate roles and responsibilities for inclusion for teaching staff.	Documented roles and responsibilities shared with staff.	End of term 2	HOSES Teachers and teacher aides
3.1.4 Streamline support and intervention through collaborative model of inclusive classroom practices.	Inclusion teachers and all teacher aides support timetable is planned in a co-ordinated way, focused on in-class support. Increase inclusion teacher support by 1.0 FTE to support intervention to meet the needs of vulnerable students (I4S)	End of term 1 Ongoing Review additional teacher support time end of 2023.	HOSES Inclusion teachers, e.g. inclusion teacher-literacy and numeracy, inclusion-EALD, inclusion-SWD.
3.1.5 Embed inclusive planning and pedagogical practices through co-planning for teaching, learning and assessment.	100% of teachers provide reasonable adjustments to differentiate teaching, learning and assessment in their classroom practices, evidenced in unit-based planning (Maker model).	Planning days (co-planning) Term 2 to end of year	HOD-C Teachers
3.1.6 Offer interested staff an opportunity to engage in a Professional Learning Community which will engage in a book club 'Inclusive Education for the 21st Century' and share best inclusive teaching practices.	100% of staff provided with opportunity to engage in Book Club.	End of Term 2	HOSES
3.1.7 Implement student support conversations between classroom teacher and knowledgeable other (e.g. inclusion teacher, HOSES) about reasonable adjustments (NCCD) and inclusive practices to support diverse learners.	100% of teachers provided with release time to engage in student support conversations.	During Term 2	HOSES DP HODC Teachers

| 3.1.8 | Monitor data to inform allocation of support resources, including attendance, A-E, reading level, Early Start and behaviour incidents. Use data in planning days to inform student support conversations. | Increase in A-C % in English and Mathematics of students identified in NCCD, First Nations and EALD data.
Positive trends in tracked data. | Terms 1-4 | HOSES
EALD teacher |

Priority #4 – Positive Behaviour for Learning

4.1 Strategy – Continue to build staff capabilities in Positive Behaviour for Learning			**SIH DOMAINS:** **Expert teaching team** **Culture that promotes learning**
Actions	**Targets**	**Timeline**	**Responsible Officer/s**
4.1.1 Raise awareness of and provide professional development around the implementation of the Student Code of Conduct.	100% of staff participation in PD opportunities.	Terms 1 - 2	Michael Burkin
4.1.2 Continue to raise awareness and implement PBL.	100% of staff implementing strategies 100% of students verbalise the 3 expectations	Terms 1 – 4	All staff
4.1.3 Investigate and develop a plan based on Trauma informed practice for teacher aides.	100% teacher aides access to professional learning opportunities.	Term 1 and 2	HOSES Teacher aides
4.2 Strategy – Improve the school culture through a consistent whole-school approach			**SIH DOMAINS:**
Actions	**Targets**	**Timeline**	**Responsible Officer/s**
4.2.1 Embed whole school processes for teaching expected behaviour and following through with inappropriate behaviour based on the revised 2023 behaviour expectations matrix and flow chart.	100% students and staff can verbalise the three school behaviour expectations. 100% staff can operationalise the processes of the PBL flow chart. Increase the recognition of positive behaviour evidenced by recording on One School. e.g. key cards for success	Across 2023 Review each term	Michael Burkin All staff
4.2.2 Develop a schoolwide mascot and publish schoolwide media to reinforce and support the visualisation of PBL processes throughout the school environment.	100% of school community can recognise and articulate the Expectations Matrix and school mascot connection.	Term 2 2023	Michael Burkin PBL committee.
4.2.3 Develop and trial a whole-school approach around emotional regulation – 'Zones of Regulation'.	PBL committee has a documented whole-school approach for emotional regulation.	Term 3 - develop. Term 4 – trial	All staff Deputy Principals
4.2.4 Review behaviour incident data to determine behaviour trends and inform whole school focus.	20% reduction in major behaviour incidents. Reduced SDA in 2023.	Data dive twice/term	Michael Burkin PBL Committee
4.2.5 Learning Walk to support improvement of teaching, modelling and reinforcing PBL practices.	100% of teachers participate in PBL learning walk.	Term 4	All teaching staff Leadership Team

Priority #5 – Community Partnerships

5.1 Strategy – Strengthen parent and community engagement			SIH DOMAINS: Expert teaching team Culture that promotes learning
Actions	**Targets**	**Timeline**	**Responsible Officer/s**
5.1.1 Provide parent workshops focussed on school priority areas e.g. Reading, PBL, Digital pedagogy.	More than 98% parents say 'This is a good school' in SOS.	2023	Janine Leach and DPs HODCs & Digital Pedagogy Coach
5.1.2 Develop parent committees and interested parties for school events and/or linked with P&C involvement to increase parent engagement.	Parent representation on committees at various levels throughout the school.	Term 2- 4	Janine Leach DP HODC
5.1.3 Develop collaboration projects with community e.g. Apple, Aunty Teresa, AJs Swim Club, Algester Sports Club donations and room hire.	Collaborative partnerships and sponsorships maintained.	Throughout 2023	Leadership Team
5.1.4 Continued development and implementation of the Reconciliation Action Plan (RAP) through continued relationships with First Nations community members and school community.	A wide representation of staff and community in RAP committee. Reconciliation action plan developed and shared with the wider community.	Term 1 Term 2 Throughout 2023	Leadership Team RAP Team & interested staff on committee First Nations community networks and building our community links.
5.2 Strategy – Strengthen partnerships with Early Childhood Education Centres and Secondary Schools			SIH DOMAINS: Expert teaching team Culture that promotes learning
Actions	**Targets**	**Timeline**	**Responsible Officer/s**
5.2.1 Further develop links for transition to Prep.	80% or greater entering Prep engaged in Transition Program	Term 3 and 4	Ben Foster
5.2.2 Further develop transition to Secondary School links through sporting or excellence scholarships. 5.2.3 Enhance shared involvement in school events between schools.	Increased student participation and frequency of events with feeder secondary schools.	2023	Michael Burkin
5.2.4 Collaborate with secondary schools and develop a network.	80% local secondary schools participate in network	2023	Michael Burkin

Endorsement of 2023 Algester State School Annual Implementation Plan 21/02/2023:

Janine Leach
Principal

Simone Givney
P&C Association President

Note:

The draft education strategy, **Equity and Excellence**: realising the potential of every student (the strategy), was launched for consultation with Principals at the 2022 Principals' Conference. When finalised, the strategy will provide a single vision for the department and every Queensland state school. It will outline our priorities and expectations and commit us to a roadmap of system changes that support sustainable, long term improvement.

The draft strategy reflects a focus on 3 areas to achieve equity and excellence:
- educational achievement – because knowing each student's learning progression is essential to making sure they are on track for positive educational outcomes
- wellbeing and engagement – because being healthy, confident and resilient is a foundation for engaging in learning
- culture and inclusion – because the diversity of our staff, students and school communities is our greatest strength.

To realise the potential of every student, the draft strategy proposes a focus on critical key points in each student's learning journey and recognises how these points are underpinned by curriculum, teaching and learning.

Improving outcomes for First Nations students is a key focus across all priorities and measures, setting the imperative for schools to ensure every First Nations student can reach their potential.

https://education.qld.gov.au/curriculums/Documents/state-schools-strategy.pdf
https://research.acer.edu.au/cgi/viewcontent.cgi?article=1019&context=tll_misc