SEVILLE ROAD STATE SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

Our School Priority:

Engage students in the Australian Curriculum through effective pedagogical practices supporting all students to be highly engaged and academically successful: the right **pedagogy** for the right **student** at the right **time**.

Strategy	Refine alignment of teaching and learning to the Australian Curriculum	Phase	Implementing	Strategy	Maximise engagement in teaching and learning	Phase	Developing

Link to School Review Improvement Strategy:	CURRICULUM D2.1 – data plan D6.3 – moderation and case management D6.2 – year level plans	QUALITY PRACTICE AND ASSURANCE D5.1 – collegial engagement framework D8.2 – observation and feedback	Link to School Review Improvement Strategy:	INCLUSION AND ENGAGEMENT D3.1 - strategies for three levels of student support D7.3 – Targeted Case Management	QUALITY PRACTICE AND ASSURANCE D5.1 – collegial engagement framework D7.2 – capability in differentiation D8.1 – pedagogical approaches D8.2 – observation and feedback

Actions: Principal, Coach	Resources	Actions: G.O, HODe, Coach, Principal	Resources
• Update **School Curriculum documentation:** Develop Whole School Data Plan, Refine SRSS CARP *including schedule of moderation stages, development of year level plans for each learning area, refining of unit planning templates, development of transition to V9 plan* • ***Moderation** including Case Management* of marker students in AC English • Refine Australian Curriculum alignment of ***Learning walls*** • Implement processes for ***teacher feedback*** of intended to enacted curriculum	• Principal as HODc • 0.4 Pedagogy Coach • Fortnightly PLTs • Collegial Engagement Framework • P-12 CARF • Learning Walls agreed expectations • Sharratt's 5 Q's leaders, teachers, students	• Develop teacher capability in ***effective pedagogical practices*** for engagement • Implement ***PLP adjustments*** in the classroom • Develop a whole school approach to teaching ***social and emotional wellbeing*** including effective regulation strategies • Refine SRSS practices for ***Positive Behaviour for Learning*** including incorporation of TLAC strategies	• +0.2 allocation Guidance Officer • 0.4 HOD engagement • 0.4 Pedagogy Coach • 0.6 Engagement and Success Teacher • PBL team • TLAC Lead Teacher • Collegial Engagement Framework

Measurable Outcomes (left)

LOA: English

	P/1	2/3/4	5/6
A/B	55% +10%	47% +9%	58% +10%
A-C	87% +10%	78% +9%	75% +10%
2 students per class D to C			
2 students per class C to B/A		=1 per semester	

LOA: Mathematics

	P/1	2/3/4	5/6
A/B	71% +10%	70% +9%	53% +10%
A-C	94% +10%	87% +9%	83% +10%
2 student per class D to C			
2 student per class C to B/A		=1 per semester	

• Fortnightly **5Qs feedback** provided to each classroom teacher – 90% accuracy in student responses
• SOS data - staff: 100% (^12.5% +2) I receive useful **feedback** about my work at this school.

Measurable Outcomes (right)

• **Incident Referral: Morning session 203** (<30%), **Refusal to participate/Disruption/Truancy 172** (30%)
• **Attendance rate: 86%**(^1.9%), **Students <85%: 25%**(<16%-21), **Unexplained absences: 20%**(<24%-25)
• **Profiling data** reflects **4:1 positive to constructive** feedback for teachers (*teacher self-reflection only*)
• **SOS data - student: 90%** (^23.3 +3) I am **interested** in my school work
• **SOS data - staff: 100%** (^19.2% +2) This school encourages **coaching** and mentoring activities
• **SOS data – Student: 77.2%** (^45.5%+10), Parent (^78% % +4), **Behaviour** is well managed at this school

Success criteria (left)

Behaviourally:
Students can/will: Access AC, understand the expectations of their assessment and marker students engage in targeted intervention, discuss aspects of the wall that explain what they need to learn and do to be successful and be able to answer the 5 questions for students during learning walks
Teacher Aides can/will: Engage in information sessions outlining AC expectations to support alignment of intervention, provide targeted intervention utilising case management strategies communication by the teacher, Understand AC expectations through learning wall and support students in using the wall, receive feedback and linked professional development from walkthroughs and observations
Teachers can/will: Collaboratively develop and understand school curriculum documentation, Engage in four stages of moderation, use three levels of planning to align planning of daily lessons and collaborate with peers in designing intervention to support movement of marker students building a bank of effective teaching strategies, explicitly teach from the learning walls and have agreed expectations of Australian Curriculum displayed, receive and act on feedback on enacted curriculum including clarity for students and receive feedback and linked professional development from walkthroughs and observations
Leadership team can/will: Publish and lead collaborative development and implementation of school curriculum documents and include teacher aides in relevant planning discussions, prioritise opportunities for all phases of moderation including leading curriculum unit planning and lead case management and develop an accountable line of sight to the students, professional development provided in Learning Walls and provide opportunities for Ghost Walks, provide regular feedback through collegial engagement framework – system of consistency and sustainability, establish line of sight from intended to enacted curriculum

Success criteria (right)

Behaviourally:
Students can/will: Students actively engage in learning, join the class and engage in relevant curriculum, regularly attend and remain in class and use language and strategies of Zones of Regulation when seeking support, state expectations and discuss the rewards and consequences of their behaviour
Teacher Aides can/will: utilise whole school approach to pedagogy practices to support intervention, support reasonable adjustments for individuals as lead by the classroom teacher, collaborate in development of whole school approach to teaching social and emotional wellbeing, implement regulation strategies as outlines in escalation plans, use language to link positive and constructive feedback to the school behaviour matrix and utilise preventative strategies to support engagement
Teachers can/will: Flexibly utilise a range of pedagogy to support learning, providing the adjustments described on the PLP with evidence uploaded and progress notes recorded, explicitly teach and support language and strategies of Zones of Regulation and support students through co-regulation, attend some S&E cafes, display agreed PBL posters, use language to link positive and constructive feedback to the school behaviour matrix and utilise preventative strategies to support engagement, consistently deliver weekly lessons
Leadership team can/will: Provide opportunities through the collegial engagement framework including coaching for teachers to expand the range of pedagogy, co-develop a whole school approach to pedagogy, embed and support a PLP process including co-development, tracking, SST recommendations, professional development incl. coaching, research and co-develop a whole school approach to teaching social and emotional wellbeing utilising Zones of Regulations, run inquiry cycle cafes in S&E whole class strategies, Clear and consistent admin actions following incidents (OneSchool), support professional development opportunities, use data to plan PBL lessons and create PBL action plan

End Term 4 (side labels both sections)

Artefacts (left)
• SRSS Data Plan
• SRSS Curriculum, Assessment and Reporting Plan
• Moderation schedule
• Case Management process and schedule
• Agreed Planning documents on SharePoint

Artefacts (right)
• SRSS PBL handbook incl clear process for rewards and consequences
• SRSS PBL lessons for each rule
• SRSS Social and Emotional Framework
• PLP process and procedures
• Whole school approach to Pedagogy

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

Principal   P&C/School Council   School Supervisor

Queensland Government

MONITORING OUR 2024 ANNUAL IMPLEMNTATION PLAN

Educational achievement

Wellbeing and engagement

Culture and inclusion

	Measurable Outcomes	Success criteria	Artefacts	Monitoring		Measurable Outcomes	Success criteria	Artefacts	Monitoring
End Term 1	•	**Behaviourally:** Students can/will: Teachers can/will: Leadership team can/will:			End Term 1		**Behaviourally:** Students can/will: Teachers can/will: Leadership team can/will:		
End Term 2	•	**Behaviourally:** Students can/will: Teachers can/will: Leadership team can/will:			End Term 2		**Behaviourally:** Students can/will: Teachers can/will: Leadership team can/will:		
End Term 3	•	**Behaviourally:** Students can/will: Teachers can/will: Leadership team can/will:			End Term 3		**Behaviourally:** Students can/will: Teachers can/will: Leadership team can/will:		

Note: staff currently finalising the success criteria at end of each term. Will be updated asap

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