



Redland Bay State School 2024 ANNUAL IMPLEMENTATION PLAN



School review key improvement strategies

Domain 1: An explicit improvement agenda

- ✓ Create a distributed leadership model, aligned to portfolio action plans assigned to leaders, to provide a systematic and sustained approach to implementing the EIA.
- ✓ Prioritise the 'purposeful visibility' of all leaders, including leading, modelling and working alongside teachers and students, to advance their instructional leadership capability and ensure intended action plans are enacted.

Domain 7: Differentiated teaching and learning

- ✓ Review the whole-school approach to inclusive education, using the Department of Education (DoE) Signposts for school improvement – Inclusive education to collaboratively identify attitudes, behaviours, and practices, to drive future initiatives.

Domain 8: Effective pedagogical practices

- ✓ Broaden teachers' capabilities in determining and deploying agreed inquiry-based pedagogical approaches to align with the school curriculum plan.

Domain 6: Systematic curriculum delivery

- ✓ Strengthen teachers' and leaders' capability in collaboratively designing quality assessment and marking guides to support challenging, engaging student inquiry and facilitate effective teaching and moderation.

<p>School priority 1: Instructional Leadership</p> <ul style="list-style-type: none"> ✓ School leaders ensure that structures and processes are in place (<i>instructional leadership through collegial engagement framework</i>) which foster and sustain collective efficacy towards improving engagement and wellbeing outcomes for all students. ✓ School leaders ensure that opportunities are created for regular, planned, school wide conversations focused on sharing evidence-informed practices and building capability to improve student engagement (<i>PLTs and effective timely feedback</i>). 	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> ✓ 85% of students achieving C and above in English and Mathematics ✓ 55% of students achieving an A or B in English and Mathematics ✓ 92% attendance ✓ Reduce SDA to 1.0% ✓ 100% teaching staff engaged in feedback and analysis of observational data to improve practice 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> ✓ 100% teaching staff use collegial engagement feedback data sets to highlight areas of strength and areas for further development to improve practice ✓ 90% staff believe they receive valuable feedback on their teaching practice (currently 74%) ✓ 90% students believe they receive valuable feedback on their learning (currently 84%)
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies:</p> <ul style="list-style-type: none"> ✓ Create a distributed leadership model to provide a systematic and sustained approach to implementing collegial engagement. ✓ Prioritise the 'purposeful visibility' of all leaders, including leading, modelling and working alongside teachers and students, to advance their instructional leadership capability and ensure intended action plans are enacted. ✓ Collaboratively review the collegial engagement framework to support the implementation of an agreed systematic process for observation, feedback, coaching, and mentoring ✓ Establish observation and feedback processes to monitor the effectiveness of agreed pedagogical approaches and quality assure their enactment. 		<p>Responsible officer(s):</p> <p>Rose Caswell - Deputy Principal Toni Ladd - GO Alan Bunce - Principal</p>	<p>Resources:</p> <ul style="list-style-type: none"> ✓ Pedagogical coaches ✓ Year level team leaders – facilitators, PBL team leaders, co-ordinators ✓ NCT for staff released to meet with coaches 								
<p>Actions:</p> <ul style="list-style-type: none"> ✓ Develop a model for Instructional leadership in consultation with leadership team, coaches and year level teams ✓ Develop an agreed purpose and schedule for collegial engagement across four school terms ✓ Refine and improve collegial engagement proforma from previous year ✓ Action the agreed plan in consultation with Coaches and Year level Facilitators/ PBL team leaders ✓ School leaders work alongside teachers to provide quality assurance and targeted feedback to leadership team, coaches, year level teams and individual teachers. ✓ Utilize the PLTs to analyse data and provide explicit improvement advice and direction to teachers, year level teams and coaches. 		<p>Responsible officer(s):</p> <p>Rose Caswell - Deputy Principal Toni Ladd - GO Alan Bunce - Principal</p>	<p>Resources:</p> <ul style="list-style-type: none"> ✓ Pedagogical coaches ✓ Year level team leaders – facilitators, PBL team leaders, co-ordinators ✓ NCT for staff released to meet with coaches 								
<p>School priority 2: Inclusive School Culture</p> <ul style="list-style-type: none"> ✓ Collaboratively identify attitudes, behaviours, and practices to develop an inclusive education model using SORD and school-based data and DoE signposts for school improvement. ✓ Implementation of PBL to develop a school wide approach for the consistent implementation of agreed practices designed to strengthen student engagement and increase parent collaboration. 	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> ✓ 85% of students achieving C and above in English and Mathematics ✓ 55% of students achieving an A or B in English and Mathematics ✓ 92% attendance ✓ Reduce SDA to 1.0% 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> ✓ Reduce gap for target groups including students with a disability by 10% in LOA achieving C and above in English and Mathematics ✓ Reduce gap for target groups including students with a disability by 10% achieving an A or B in English and Mathematics ✓ 92% attendance rate for students with a disability ✓ Reduce gap for students with a disability in SDA rate ✓ 100% staff are able to understand and articulate what inclusive practices are how they implement them in their daily work.
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies:</p> <ul style="list-style-type: none"> ✓ Review the whole-school approach to inclusive education, using the DoE Signposts for school improvement – Inclusive education to collaboratively identify attitudes, behaviours, and practices, to drive future initiatives. ✓ Develop teacher knowledge of reasonable adjustments, informed by the Nationally Consistent Collection of Data on School Students with Disability (NCCD), to support the capture of these adjustments in curriculum planning. 		<p>Responsible officer(s):</p> <p>Rose Caswell - Deputy Principal Toni Ladd - GO Alan Bunce - Principal</p>	<p>Resources:</p> <ul style="list-style-type: none"> ✓ Pedagogical coaches ✓ Year level team leaders – facilitators, PBL team leaders, co-ordinators ✓ NCT for staff released to meet with coaches 								

Actions: <ul style="list-style-type: none"> ✓ Principal and HOI participate in Collaborative Learning Community -Supporting students with a disability to realise their potential ✓ Review school operations against the DoE Signposts for school improvement – Inclusive education to identify priorities and inform action plan ✓ PBL team established to create whole school practices, associated resources and documented timelines to improve student engagement. ✓ Promote whole school positive reinforcement – ACE awards / rewards menus ✓ Provision of Professional development for all staff to develop their knowledge of the NCCD process, increase their understanding/ use of reasonable adjustments to support students at risk of disengaging. ✓ Cross section of school staff to attend NCCD Moderation ✓ Year 4 -6 students to participate in Wellbeing survey ✓ Compare data to from previous years to inform Wellbeing Framework priorities ✓ Implement Action plans as identified. 		Responsible officer(s): Kathy Lacey – Deputy Principal Donna Clausen – Head of Inclusion Alan Bunce - Principal		Resources: Guidance Officer/Indigenous Champion					
School priority 3: Aligned and Engaging Curriculum		Monitoring		Long term measurable/desired outcomes:		AIP measurable/desired outcomes:			
<ul style="list-style-type: none"> ✓ Teachers and the Leadership team will design quality V9 English and V9 Mathematics assessment tasks and marking guides that include inquiry and are challenging and engaging for the students, using data, moderation and PLT sessions to align all tasks. 		Term 1	Term 2	Term 3	Term 4	<ul style="list-style-type: none"> ✓ 85% of students achieving C and above in English and Mathematics ✓ 55% of students achieving an A or B in English and Mathematics ✓ 92% attendance ✓ Reduce SDA to 1.0% ✓ 95% agreement in all items of the RBSS Creating Assessment Survey. 		<ul style="list-style-type: none"> ✓ 100% of class teachers will have participated in the V9 English planning day by the end of the year. ✓ All V9 English unit plans, assessment tasks and marking guides complete and stored on SharePoint by December, 2024. ✓ All V9 Mathematics assessment tasks and marking guides complete and stored on SharePoint by December, 2024. 	
Strategy/ies: <ul style="list-style-type: none"> ✓ Develop assessment literacies and data literacies of the leadership team, teachers and coaches. ✓ Develop moderation as a process to establish systematic curriculum delivery; support teachers to align curriculum, pedagogy, assessment and reporting; and ensure consistency of teacher judgments and accuracy of reporting against the Australian Curriculum achievement standards. ✓ Develop PLT meetings as a platform to build moderation processes, establish a shared understanding of the assessment expectations and develop pedagogy. 									
Actions: <ul style="list-style-type: none"> ✓ Release 2 teachers per year level per term to design the V9 English assessment tasks and marking guides. ✓ Embed inquiry within the V9 English assessment tasks. ✓ HOD-C and coaches to collaboratively develop the V9 Mathematics assessment and marking guides in preparation for 2025 implementation. ✓ Embed inquiry in the V9 Mathematics assessment tasks. ✓ Facilitators to quality assure V9 Mathematics assessment and marking guides. ✓ Facilitators to lead the EIA within their year levels through the PLT process. ✓ Year levels to collaboratively implement the V9 English unit plans and assessment, using the PLT sessions to engage in data conversations, moderation and shared pedagogical discussions. ✓ Create and publish a whole school moderation plan that is regularly referred to in Staff Stuff and during staff meetings. ✓ Investigate cross school moderation possibilities with cluster schools 		Responsible officer(s): Tracey Reader - Head of Department – Curriculum Alan Bunce - Principal		Resources: <ul style="list-style-type: none"> ✓ Release of teachers for planning days to complete English V9 unit plans and assessment. ✓ Time allocation for coaches to develop V9 Mathematics assessment and marking guides ✓ 1.5 days TRS per term to release Facilitators 					
School priority 4: Pedagogy focused on student engagement		Monitoring		Long term measurable/desired outcomes:		AIP measurable/desired outcomes:			
<ul style="list-style-type: none"> ✓ Broaden teachers’ capabilities in determining and deploying agreed inquiry-based pedagogical approaches to align with the school curriculum plan. 		Term 1	Term 2	Term 3	Term 4	<ul style="list-style-type: none"> ✓ 85% of students achieving C and above in English and Mathematics ✓ 55% of students achieving an A or B in English and Mathematics ✓ 92% attendance ✓ Reduce SDA to 1.0% 		Formalised coaching and feedback processes are embedded to enhance staff capability in self-reflection as evidenced by: <ul style="list-style-type: none"> - Achievement of APDP personal goals - Shared collaborative practice - Increased clarity of teacher understanding of pedagogical approaches in inquiry units of work - Staff self-nominating for hosting /modelling lessons, taking lead roles in PLTs - PLC engagement - Improvement in SOS results - Consistency in teacher planning for inquiry-based pedagogical approaches - Reduction in behaviour incidents and SDAs due to increased student engagement 	
Strategy/ies: <ul style="list-style-type: none"> ✓ Broaden teacher knowledge and capability in differentiated teaching strategies to enhance whole-class instruction and student engagement. ✓ Review the current workforce plan model, prioritising teaching staff coaching, to support capability development for all staff across the school. ✓ Develop and systematically enact a scheduled data conversations process that uses the school’s quadrant model to inform next steps in teaching and learning. 									
Actions: <ul style="list-style-type: none"> ✓ Meet regularly with key stakeholders (HoD-C, coaches) ✓ Review teacher knowledge and capability to engage students through inquiry based pedagogical approaches. ✓ Provide Professional Learning through Watching Others Work, intentional collaboration in year level teams to build teacher knowledge and capability in differentiated teaching strategies, specifically in UDL and inquiry, to enhance whole-class instruction and student engagement. ✓ Timetable teaching staff to receive coaching to support capability development for all staff across the school. ✓ Inquiry-based approach to pedagogy used in all teacher and planning meetings ✓ Plan triad observations of inquiry lessons to increase knowledge of best practice ✓ Schedule data conversations with teachers in PLTs ✓ Intentionally collaborate with facilitators on inquiry-based pedagogical approaches on facilitators afternoon at the end of each term 		Responsible officer(s): Kym Deadman - Deputy Principal Alan Bunce - Principal		Resources: HoD-C Pedagogical coaches Head of Inclusion Time provided to teachers for peer observations and triad model					

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