



Redland Bay State School 2025 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.

School priority 1 Aligned and Engaging Curriculum - The teaching of reading

- Strategies**
- ✓ **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.**
 - ✓ Formalise processes to moderate at multiple junctures and use data to determine the focus of moderation to support teachers in aligning curriculum and improving outcomes.
 - ✓ Review the current PLT process to drive the collaborative development of Level 3 curriculum planning.

Strategy 1: Provide systematic synthetic phonics and word study to teach word reading in Prep.

- Actions:**
- Ped coaches to upskill themselves in the delivery of current evidence-based practice of the teaching of phonics
 - Teachers and teacher aides participate in ongoing PD on the structured literacy block for all (Prep – Year 2) staff and provided resources to help teachers extend their learning
 - Leaders (including P, DPs the HOD/C, SLP and STLaN) develop a shared and consistent approach to deliver phonological awareness and (PMAP) and Shared and dialogic reading (Foundation Q) to all classes from start of Term 1
 - Leaders develop a scope and sequence of phonics to deliver across the year in prep
 - Ped Coaches to develop the daily review and phonics lessons (as a part of the structured literacy block) through an instructional coaching model in Term 1
 - Leaders will develop a monitoring tool that can be used for formative assessment each term to determine next best steps for phonics delivery
 - Teachers will engage in coaching sessions with ped coaches (gradual release) to build understanding of new approaches and how to implement in classroom context (Prep teachers)
 - Teachers will implement use of monitoring tool to determine next steps for students
 - Teachers (year 1) will familiarise themselves with Scope and sequence for implementation in 2026.

Strategy 2: Develop language comprehension through strategic shared and dialogic reading of curriculum texts

- Actions:**
- Leaders will review current reading framework and develop a shared and consistent language of what current evidence-based practice in the teaching of reading looks like
 - Teachers and Leaders to develop a shared understanding of a literacy block framework and its components in different sectors of the school
 - Teachers and Leaders develop a shared understanding of the shared and dialogic reading component of the literacy block and how this can be integrated through Learning Areas
 - Leaders to have a consistent and shared understanding of what the shared and dialogic reading entails
 - Ped coaches assigned to work to support early adopters to deliver the 'shared and dialogic reading' component of their literacy block through an instructional coaching model aligned with our DOE's explicit teaching framework (Review, Teach, Practise, Apply)
 - Leaders and Teachers identify mechanisms and times to share best practice with whole teaching staff / teaching teams.

Monitoring				
	Term 1	Term 2	Term 3	Term 4

Success Criteria

- Students will:**
- know the initial code, blend and segment to develop the word reading and spelling skills.
 - Yr 1 to 6 engage in dialogue using shared text
 - articulate shared and dialogic routine
 - demonstrate a broader use of age appropriate vocabulary evidenced in oral and written responses to text.
- Teachers will:**
- engage in instructional coaching to ensure consistency of processes and in the delivery of a school wide synthetic phonics approach
 - Yr 1 to 6 demonstrate a deeper understanding of 'why' and process of shared and dialogic reading
 - plan and implement shared and dialogic reading processes in the classroom
 - develop a deep understanding of the components of simple view of reading and implement relevant practices in their literacy block
- Leaders will:**
- develop a common and deep understanding of components of simple view of reading, demonstrated through development of whole school Reading framework
 - develop routines to facilitate Instructional Leadership and a common understanding of quality routines in reading. (Prep to Year 6)

AIP measurable/desired outcomes:

- Schoolwide/sector targets:**
- **English**
C or better 85%
A/B 50%
 - **2024 results**
Prep – 2
English - Sem 2, 2024
A/B 48.4%
C or better 62.1%
 - **Year 3 – 6**
English - Sem 2, 2024
A/B 45.7%
C or better 63.9%

Responsible officer(s):

- Hayley Hampton
- Annette Call
- Alan Bunce

Resources:

- Pedagogy coaches
 - Nadine Peters
 - Natasha Gillard
- Reading Portal
- P-6 Literacy hub



School priority 2 Inclusive School Culture - Belonging	Monitoring	<p>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.</p>	<table border="1"> <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				
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<p>School priority 2 Inclusive School Culture - Belonging</p> <p>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.</p>	<p>Success Criteria</p> <p>Students will:</p> <ul style="list-style-type: none"> be able to articulate an improved sense of belonging be able to explain how teachers build a sense of belonging in the classroom <p>Teachers will:</p> <ul style="list-style-type: none"> trial and implement a range of belonging strategies into their daily practice as shared and discussed in PLTs demonstrate a growing understanding of the impact of these strategies on student engagement, behaviour and attendance. <p>Leaders will:</p> <ul style="list-style-type: none"> collect information and monitor implementation of strategies observed in classrooms participate in and support discussions relating to belonging strategies in PLT sessions reflect on processes implemented and determine next steps 	<p>Strategy: Upskill of staff and roll out of Belonging framework across the school</p> <p>Actions</p> <ul style="list-style-type: none"> Teachers and Leaders (Principal, Belonging Taskforce, GO) develop Belonging action plan based on the work of Doug Fisher (Term 4 2024) Teachers and/or Leaders participate in professional development and/or PLT sessions to build a shared understanding of: <ul style="list-style-type: none"> The dimensions of Belonging outlined in Doug Fisher's text "Belonging in Schools". Strategies to enhance students' feeling of belonging and positive sense of self. (2 dimensions per term) Teachers and Leaders participate in PD and regular discussions with school staff to form focus areas (PLTs) Teachers and Leaders collaboratively select and employ effective pedagogy, using the principles (the personal and social capabilities framework, respectful relationships) to support students' achievement, wellbeing and engagement Teachers develop and use the pedagogy within the school and all areas of the curriculum Students participate in activities developed to enhance their feeling of belonging Leaders participate in Admin sessions designed to build their capacity to monitor and observe teachers' understanding of the Dimensions of Belonging Leaders will walkthrough classrooms to identify and collate impact of wellbeing pedagogies Leaders release Wellbeing team members to develop the school wide review and update Wellbeing framework Well being rep will share info @ Meetings in the Year level meeting of Week 4 and 7 each term as per action plan Well being Taskforce will facilitate and resource the reps prior to meeting. Well being rep to feedback to Wellbeing Team progress, concerns, achievements Well being reps to attend 2 x extra meeting of approximately 20 min each to discuss agenda (alternative is to have agenda emailed) Well being Taskforce to share Belonging information in weekly staff communication (Staff Stuff) Teachers will be identified to participate in external Belonging PD opportunities as they arise 	<p>AP</p> <p>measurable/desired outcomes:</p> <p>Schoolwide/Sector targets:</p> <p>SDA School 2.5% P-2 1.0% 3-6 2.5%</p> <p>Attendance School 90% P-2 92% 3-6 90%</p> <p>2024 results Prep – 2 SDA 1.1% (Rel comparison 1.2%)</p> <p>Attendance 90.6% (Statewide target 90.0%)</p> <p>Year 3 – 6 SDA 3.6% (Relative comparison 2.6%)</p> <p>Attendance 88.9% (Statewide target 90.0%)</p> <p>Resources:</p> <ul style="list-style-type: none"> Wellbeing survey Doug Fisher text Personal and social capabilities framework Maximising Learning SharePoint Belonging Taskforce 								
<p>School priority 3 Aligned and Engaging Curriculum – Roll out Mathematics Version 9</p> <p>Strategies</p> <ul style="list-style-type: none"> 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. Formalise processes to moderate at multiple junctures and use data to determine the focus of moderation in aligning curriculum and improving outcomes. Review the current PLT process to drive the collaborative development of Level 3 curriculum planning. <p>Strategy: Development and implementation of Maths units AC Version 9</p> <p>Actions</p> <p>Each term</p> <ul style="list-style-type: none"> Teachers and Leaders participate in professional development and/or PLT sessions to build a shared understanding of: <ul style="list-style-type: none"> new inquiry-based content (Mathematical processes) in the Australian Curriculum Mathematics V9 new inquiry process in Australian Curriculum Mathematics V9: Understand, Plan, Do, Consider, and Communicate. Release 2 Teachers per year level each term to develop the V9 Mathematics unit plans and design the sequence of learning that embeds appropriate pedagogy, including Concrete, Representational, Abstract (CRA). Teachers and Leaders participate in Before moderation each term to develop a shared understanding of the Achievement standards related to Number, Statistical investigations, and Mathematical modelling. Teachers and Leaders collaboratively select and employ effective pedagogy, using the principles (the curriculum, the learner and the learning) to support students' achievement, wellbeing and engagement. Teachers develop and use the pedagogy CRA to develop students' conceptual understanding of mathematical concepts. Students participate in inquiry tasks designed to promote productive struggle to develop the resilience and persistence required to complete the Mathematical processes tasks. Leaders participate in Admin sessions designed to build their capacity to monitor and observe teachers' understanding of the Mathematical processes, the inquiry process in Mathematics and the use of appropriate pedagogy, including CRA. 	<p>Success Criteria</p> <p>Students will:</p> <ul style="list-style-type: none"> demonstrate improved LOA (C+, A/B) outcomes from the Mathematical modelling CAT in T2 to T3 demonstrate a continued development of understanding of the inquiry process as observed by teachers in weekly problem-solving activities and formative and summative assessment of Mathematical modelling in T1W7, T2W7 and T3W7. <p>Teachers will:</p> <ul style="list-style-type: none"> use effective pedagogy (including the CRA model) in their teaching and learning of Mathematics, as observed by the Leadership team during Moderation and PLT meetings demonstrate a growing understanding of the Mathematical processes and the inquiry process as observed by the Leadership team during Moderation and PLT meetings. <p>Leaders will:</p> <ul style="list-style-type: none"> articulate confidence in the ability to observe and monitor the growth of teachers' understanding of the Mathematical processes through the Moderation and PLT sessions. <p>Responsible officer(s):</p> <ul style="list-style-type: none"> Belonging Taskforce Alan Bunce Toni Ladd GO 	<p>2024 results</p> <p>Prep – 2 Maths – Sem 2 2024 A/B 64.6% C or better 91.8%</p> <p>Year 3 – 6 Maths – Sem 2 2024 A/B 57.0% C or better 92.2%</p> <p>Resources:</p> <ul style="list-style-type: none"> Time allocated in SFD PLT/moderation meetings Time allocated in Wednesday meetings: Before moderation (W10) and Pedagogy (W5) 56 TRS days for planning 	<p>AP</p> <p>measurable/desired outcomes:</p> <p>Whole school/Sector targets:</p> <p>Maths C or better 92% A/B 60%</p> <p>2024 results Prep – 2 Maths – Sem 2 2024 A/B 64.6% C or better 91.8%</p> <p>Year 3 – 6 Maths – Sem 2 2024 A/B 57.0% C or better 92.2%</p> <p>Resources:</p> <ul style="list-style-type: none"> Time allocated in SFD PLT/moderation meetings Time allocated in Wednesday meetings: Before moderation (W10) and Pedagogy (W5) 56 TRS days for planning 								

Approvals

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

Principal



P&C/School Council



S. WEBER

School Supervisor



Blue text – Key improvement strategies from Strategic Plan