



Aitkenvale State School

2025 Annual Implementation Plan

Vision

A welcoming, inclusive and connected learning community where everyone succeeds and belongs

Motto

Achieving excellence together

Values

Aspirational, Inclusive, Resilient

Expectations

Safe, Respectful, Responsible





Aitkenvale State School -2025 Annual Implementation Plan

School Priority 1 Maximise engagement and wellbeing through a clear vision that increases student engagement, staff morale and community connection.		School Priority 2 Improve Level of Achievement (LOA) in English for all students (prep - Year 6) through a focus on lesson planning and delivery																																														
Link to school review improvement strategy <ul style="list-style-type: none"> Collaboratively review the consistent application of all elements of the school's student code of conduct for their embeddedness and positive impact on a culture that promotes learning Collaboratively develop a school-wide vision and understanding of inclusive practices with staff and community 		Link to school review improvement strategy <ul style="list-style-type: none"> Quality assure current whole-school curriculum plans and practices with a focus on developing and enacting an authentic, engaging and locally contextualised curriculum plan aligned to the AC. 																																														
Strategies <ul style="list-style-type: none"> Enact systematic processes to ensure Positive Behaviour for Learning (PBL) is implemented with fidelity Review and refine whole school Multi-Tiered System of Support (MTSS) processes Develop staff capability in Berry Street Education Models (BSEM) of practice and in the use of classroom management strategies Adopt a whole school approach to differentiated and inclusive teaching with a Universal Design for Learning (UDL) lens throughout everyday teaching practices Communicate and engage with the broader Townsville community. 		Strategies <ul style="list-style-type: none"> Implement Australian Curriculum (AC V9), English Define and enact shared expectations of a whole school approach to pedagogy in English Develop and implement a Collegial Engagement Framework 																																														
Actions <ul style="list-style-type: none"> Develop a whole school Collegial Framework to build staff capability in proactive classroom management strategies, Berry Street Education Model and a whole school approach to differentiated and inclusive teaching Embed whole school Tier 1 PBL practices to ensure consistency across the school Improve communication with the wider community to celebrate accomplishments in relation to aspirational goals Ensure Case Management is continually resourced, monitored, refined and actioned through a holistic lens to incorporate the entire school community Research and adopt new evidence-based practices for CALD students and families Incorporate flexible learning spaces to meet the needs of 21st century learners Engage all staff with day 3 and 4 - Berry Street Education Model (BSEM) professional development Targeted use of Wellbeing team to enhance engagement activities Co-design and enact Aitkenvale State School Parent and Community Engagement Framework (PACE) Install multi-lingual signage and/or visuals to support community connection 		Resources <p>Flexible learning spaces YSC, SW, GO, Chappy, WB, PLO BSEM training all staff Classroom Profiling, Thinking Functionally and Restorative Practices PD offered to all teachers TRS - release teachers for capability development Regional Office staff Signage</p>																																														
Actions <ul style="list-style-type: none"> Deliver focused professional learning related to opening/closing a lesson using Learning Intention (LI), Success Criteria (SC) and Learning Walls Developing data literacy skills to plan effective and engaging English lessons Plan, teach and reflect on an agreed whole school approach to English lesson planning sequence Develop V9 English year level plans, adjusting mode and conditions in response to our learners Provide collegial feedback on whole school approaches to pedagogy through Learning Walks Engage in Before Moderation processes and refine After 1 and Watching Others Work with CLC WAR Introduce Promoting Literacy Development (PLD) across Year 3 - 6 Embed and refine whole school literacy practices in Prep - Year 2 Embed V9 Literacy Continuum as a Tier 1 support for students transitioning from Language Pathways Implement effective vocabulary instruction using V9 Literacy Continuum as a monitoring tool 		Resources <p>Flexible resourcing via targeted positions DP, HOD Curriculum, Support Teachers Additional Teacher Aides - Literacy Support Provision of PLD PD to all teachers 3-6 Provision of additional collaborative planning time (cohort meetings) Provision for additional resources for PLD and V9 AC</p>																																														
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Success criteria <p>Behaviourally: Students will:</p> <ul style="list-style-type: none"> Articulate schoolwide and classroom expectations and consequences (positive and negative) Follow agreed schoolwide and classroom routines and instructions <p>Teachers will:</p> <ul style="list-style-type: none"> Consistently utilise whole school processes and Essential Skills for Classroom Management to respond to student behaviours and acknowledge positive behaviour in all settings Authentically use Berry Street Education Model to enhance positive behaviour and respectful relationships schoolwide Adopt differentiated and inclusive teaching practices <p>Leaders will:</p> <ul style="list-style-type: none"> Lead agreed whole school processes to respond to student behaviours and acknowledgement of positive behaviour Enact and resource a whole school action plan that incorporates building staff capability in classroom management, Berry Street Education Model and differentiated and inclusive teaching practices Drive the implementation of the Parent and Community Engagement Framework to successfully and respectfully engage with the broader community 		Success criteria <p>Behaviourally: Students will:</p> <ul style="list-style-type: none"> Achieve C or above in English Use the English learning wall to confidently answer the 5Q4 (students) - with a focus on questions 3-5 Access the English curriculum and demonstrate their learning in every lesson <p>Teachers will:</p> <ul style="list-style-type: none"> Confidently answer the 5Q4 (teachers) - with a focus on questions 3-5 Use literacy and English data to differentiate English lessons to improve student outcomes Consistently open and close English lessons using Learning Intention, Success Criteria Use V9 Literacy Continuum to provide access to the English Curriculum Co-design the Collegial Engagement Framework and provide feedback to peers aligned to English lessons <p>Leaders will:</p> <ul style="list-style-type: none"> Confidently answer the 5Q4 (leaders) - with a focus on questions 3-5 Use Literacy and English data to monitor, plan and adjust whole school agendas in English Lead moderation process and provide feedback to teachers on the effectiveness of teaching and learning in English 																																														
Artefacts <p>PACE Framework - Collegial Framework - EBS - Classroom Profiling Sweep - BSEM action plans</p>		Artefacts <p>CLC Action Plan - SORD - Reporting Data Sem 1 & 2 - Learning Walls - Cohort meetings and data - Mark Book</p>																																														

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