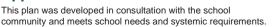




Aitkenvale State School -2025 Annual Implementation Plan

Maximise engagement and wellbeing through a clear vision that Improve Level of Achievement (LOA) in English for all students School Priority 1 School Priority 2 increases student engagement, staff morale and community connection. (prep - Year 6) through a focus on lesson planning and delivery Link to school review Link to school review Collaboratively review the consistent application of all elements of the school's student code Quality assure current whole-school curriculum plans and practices with a focus on developing and of conduct for their embeddedness and positive impact on a culture that promotes learning enacting an authentic, engaging and locally contextualised curriculum plan aligned to the AC. improvement strategy Collaboratively develop a school-wide vision and understanding of inclusive practices with staff and community Fract systematic processes to ensure Positive Behaviour for Learning (PBL) is implemented with fidelity Implement Australian Curriculum (AC V9), English Define and enact shared expectations of a whole school approach to pedagogy in English 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 Develop and implement a Collegial Engagement Framework 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 Actions Resources Actions Resources Develop a whole school Collegial Framework to build staff capability in proactive classroom management strategies. Flexible learning spaces Deliver focused professional learning related to opening/closing a lesson using Learning Intention (LI). Flexible resourcing via targeted positions DP. Berry Street Education Model and a whole school approach to differentiated and inclusive teaching YSC, SW, GO, Chappy, WB, PLO Success Criteria (SC) and Learning Walls **HOD Curriculum, Support Teachers** Embed whole school Tier 1 PBI practices to ensure consistency across the school BSFM training all staff Developing data literacy skills to plan effective and engaging English Jessons Additional Teacher Aides - Literacy Support Improve communication with the wider community to celebrate accomplishments in relation to aspirational goals Classroom Profiling, Thinking Plan, teach and reflect on an agreed whole school approach to English lesson planning sequence Provision of PLD PD to all teachers 3-6 Ensure Case Management is continually resourced, monitored, refined and actioned through a holistic lens to Functionally and Restorative Develop V9 English year level plans, adjusting mode and conditions in response to our learners Provision of additional collaborative planning Practices PD offered to all teachers Provide collegial feedback on whole school approaches to pedagogy through Learning Walks incorporate the entire school community time (cohort meetings Research and adopt new evidence-based practices for CALD students and families TRS - release teachers for capability Engage in Before Moderation processes and refine After 1 and Watching Others Work with CLC WAR Provision for additional resources Incorporate flexible learning spaces to meet the needs of 21st century learners development Introduce Promoting Literacy Development (PLD) across Year 3 - 6 for PLD and V9 AC Engage all staff with day 3 and 4 - Berry Street Education Model (BSEM) professional development Regional Office staff Embed and refine whole school literacy practices in Prep - Year 2 Targeted use of Wellbeing team to enhance engagement activities Embed V9 Literacy Continuum as a Tier 1 support for students transitioning from Language Pathways Co-design and enact Aitkenvale State School Parent and Community Engagement Framework (PACE) Implement effective vocabulary instruction using V9 Literacy Continuum as a monitoring tool Install multi-lingual signage and/or visuals to support community connection End Term 4 End Term 4 2025 Target - Based on 2024 results – Example: ltem 2025 taraet **English LOA** Measurable Measurable Prep 2024 data is Year 1 in table below PBL >85% of students in tier 1 per term 80% C+ Daily Major behaviours Reduce daily incidents average from 4.9 to 3.5 per day Prep Targets 40% A/B Year 1 Maintain C+ 85% Maintain A/B 45% Attendance - whole school Increase by 2% (88%) Attendance - First Nations Increase by 5% (77%) Year 2 Increase C+ to 80% Maintain A/B 40% Increase C+ to 78% Attendance < 85% Decrease by 5% (30%) Year 3 Increase A/B to 25% Maintain C+ to 85% Tier 1 EBS > 85% Agreeance of staff implementing Year 4 Increase A/B to 35% Year 5 Increase C+ to 75% Increase A/B to 25% School opinion survey I feel staff morale is positive at this school - increase by 25% Student behaviour is well managed - increase by 25% Year 6 Increase C+ to 80% Maintain A/B to 40% Whole School Increase to 80% Behaviourally: Behaviourally: Success criteria Success criteria · Articulate schoolwide and classroom expectations and consequences (positive and negative) Achieve C or above in English · Follow agreed schoolwide and classroom routines and instructions · 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 Teachers will: Consistently utilise whole school processes and Essential Skills for Classroom Management to respond to student Confidently answer the 504 (teachers) - with a focus on questions 3-5 behaviours and acknowledge positive behaviour in all settings · Authentically use Berry Street Education Model to enhance positive behaviour and respectful relationships schoolwide · Use literacy and English data to differentiate English lessons to improve student outcomes Adopt differentiated and inclusive teaching practices Consistently open and close English lessons using Learning Intention, Success Criteria Use V9 Literacy Continuum to provide access to the English Curriculum · Lead agreed whole school processes to respond to student behaviours and acknowledgement of positive behaviour Co-design the Collegial Engagement Framework and provide feedback to peers aligned to English lessons Enact and resource a whole school action plan that incorporates building staff capability in classroom management. Leaders will Confidently answer the 5Q4 (leaders) - with a focus on questions 3-5 Berry Street Education Model and differentiated and inclusive teaching practices Drive the implementation of the Parent and Community Engagement Framework to successfully and respectfully Use Literacy and English data to monitor, plan and adjust whole school agendas in English engage with the broader community Lead moderation process and provide feedback to teachers on the effectiveness of teaching and learning in English Artefacts PACE Framework - Collegial Framework - EBS - Classroom Profiling Sweep - BSEM action plans Artefacts CLC Action Plan - SORD - Reporting Data Sem 1 & 2 - Learning Walls - Cohort meetings and data - Mark Book

Approvals







P&C/School Council

