# Grand Avenue State School
# 2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement  |  Wellbeing and engagement  |  Culture and inclusion

| School priority 1 **Teaching and Learning** | *Instructional Leadership* <br> *All staff are empowered to know their students and drive improvement through active engagement with the Australian Curriculum.* | Phase | *Developing* | School priority 2 **Engagement** | *Engagement* <br> *Our whole school approach to learning and wellbeing ensures everyone feels safe, valued, and respected.* | Phase | *Developing* |
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| **Link to school review improvement strategy:** | • Collaboratively develop and build a shared understanding of the EIA with a focus on ensuring all staff understand the key components and explicit role they play in implementing the EIA. <br> • Strengthen ongoing processes and support to further build the consistent instructional leadership capabilities of leaders. <br> • Develop Quality Assurance (QA) processes to monitor the planning and enactment of the full breadth of the AC, with aligned moderation practices to include 'before, after, after, end' phases. <br> • Define the school's agreed pedagogical approaches and practices aligned to the school's EIA for teaching and learning. <br> • Collaboratively develop and implement a CEF that provides staff with opportunities for feedback, observation and coaching. | | | **Link to school review improvement strategy:** | • Strengthen inclusion processes as an ongoing school priority with adjustments a feature of every teacher's curriculum planning and classroom practice, including consideration for high achieving students. | | |
| **Strategies** | • Know our students and their next steps in being a successful learner based on data interrogation <br> • Implement three levels of planning and moderation practices aligned to the Australian Curriculum <br> • Implement whole school approach to pedagogy in all classrooms <br> • Implement the Collaborative Capability Development (the old Collegial Engagement Framework) <br> • Build instructional leadership capabilities of teachers and leaders | | | **Strategies** | • Implement the staff and student wellbeing framework <br> • Implement a consistent, tiered-approach to positive school-wide behaviour and engagement <br> • Provide dynamic learning environments to support all students' wellbeing and academic achievement <br> • Establish effective case management for students <br> • Maximise the school learning day | | |

| Actions | Resources | Actions | Resources |
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| • Providing professional learning opportunities for discussions around classroom achievement data and student engagement – Learning Walks and Professional Learning Teams (PLT's) <br> • All staff engaged in developing a deep understanding of the updated Australian Curriculum – Maths and Science <br> • All teaching staff provided opportunities to participate in moderation processes - Before, After, After, End phases <br> • Create consistent learning environments with a focus on explicit instruction – Pedagogy Approach <br> • Maintain a consistent school wide approach to the teaching of reading <br> • Staff participate in the Collaborative Capability Development <br> • Build leadership capacity of leaders, aspiring leaders through school teams and instructional leadership | • *2.0 FTE to support PLTs* <br> • *Planning days – ½ days per term all teaching staff* <br> • *Professional development – Sounds Write, Reading Framework, Instructional leadership* <br> • *Purchase text* <br> *Deep Learning – Fullan & Quinn* <br> *Engagement by Design – Doug Fisher* <br> • *TRS for staff release* <br> • *Maintenance of Sounds Write resources* | • All staff enact the whole school approach of Sense of Belonging in Schools framework = Doug Fisher <br> • Continue the enactment of the Positive Behaviour for Learning model <br> • Implement a whole school program 'The Resilience Project' <br> • Ensure every student is provided with differentiated teaching and learning through classroom-based differentiation strategies, case management and support program <br> • Develop data capability for all staff – including collecting, interpreting and responding to data to develop targeted teaching programs <br> • Opportunities for staff to develop responsive timetables, pedagogical practices and student relationships <br> • Flexispace Implementation for Tier 2 students | *The Resilience Project program* <br> *Professional development – time during SFD, Twilights and School Teams* <br> *PBL – shop items and PD* <br> *Flexispace Implementation* <br> <br> *Staff to support programs extra-curricular activities* <br> *Event resource allocation* <br> *Engagement data tool* |

| End Term 4 | Measurable outcomes | | | | | Measurable outcomes | | |
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| | ➢ *65% of students achieving a A-B in English* <br> ➢ *100% of staff participating in Collegial Engagement processes (term survey for teachers to complete)* <br> ➢ *Improved SOS data* <br> ➢ *Positive student improvement in engagement in all learning areas – PBL data* | | | | | ➢ *95% of students attending every day* <br> ➢ *Less than 15% of students in tier 2 PBL category* <br> ➢ *100% School engagement for wellbeing through the Dimensions of Belonging in Schools* <br> ➢ *Consistent use of The Resilience Project and PBL language across the school community* <br> ➢ *Shared understanding and deep knowledge of differentiation* | | |

| | Success criteria | | | | | Success criteria | | |
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| | **Behaviourally:** <br> • **Students** will set individual learning goals for English, know their next steps in learning <br> • **Teachers** will design lessons using the Gradual Release Model, use student data to inform unit planning, participate in end moderation processes and use of bump it up walls and goal setting. <br> • **Leadership** will facilitate professional learning opportunities, provide feedback, actively model teaching and learning, regular meetings to focus on monitoring PLT progress, attendance, PBL, engagement and walk throughs | | | | | **Behaviourally:** <br> • **Students** will demonstrate and articulate the four school expectations, successfully use the Resilience Project strategies to emotionally regulate and socialise with peers and adults <br> • **Teachers** will plan and implement engaging classrooms, differentiate and take on a case management approach for identified students in collaboration with stakeholders <br> • **Leadership** team will clearly define processes for each case management pathway | | |

| | Artefacts | | | | | Artefacts | | |
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| | *A-C English data.* <br> *PLT template* <br> *SOS data* <br> *Student work samples from moderation* <br> *Class Dashboard* | *Academic – Prep – Year 6* <br> ***Increased % whole school improved academic data*** <br> *A-C data in all subject areas – 90% +* <br> *C to B/A – Improved % of data from 2024 English Data* <br> <br> ***Increased % of NCCD and First Nations students achieving success in English through differentiation and case management*** <br> <br> *NCCD – A-% 80% and above* <br> <br> *Attendance • Increased full time attendance rates >95%* | | | | *SSS data* <br> *Students with successful plans* <br> *PBL annual report* <br> *A-E health data* <br> *SDA data* <br> *Attendance data* <br> *The Resilience Project lessons* <br> *Class Dashboard* | ***PBL Behaviour Data – Engagement*** <br> *Tier 3 less than 5%* <br> *Tier 2 less than 15%* <br> <br> ***Improved*** <br> *SWD, First Nations and EAL/D academic data* <br> <br> ***School Opinion Survey from 2024 to 2025*** <br> *Positive staff and student relationships* <br> *Students "I feel accepted by other students at my school"* <br> *Staff "students' behaviour is well managed at this school* |

**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**