






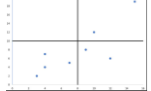
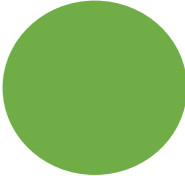
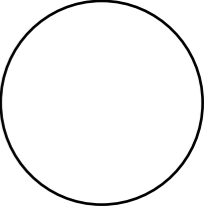
# Queens Beach State School 2024 ANNUAL IMPLEMENTATION PLAN



**EIA: Know your students, know your Curriculum, know your Strategies to empower critical and creative thinkers to GROW, ACHIEVE and SUCCEED as lifelong learners.**

<p><b>School Priority One</b></p>	<p><b>Focus: Educational Achievement - Know your Students, Know your Curriculum, Know your Strategies</b> As courageous Leaders and Teachers we lead our school and class with clear conviction for improvement:</p> <ul style="list-style-type: none"> <li><b>KNOW OUR STUDENTS</b> and use evidence informed decision making (Data – Numbers – Names of Students)</li> <li><b>KNOW OUR CURRICULUM</b> and ensure the curriculum is accessible and engaging for every student</li> <li><b>KNOW OUR STRATEGIES</b> and meet the needs of our learners through asking ourselves <b>“How do I know?”</b></li> </ul> <p>When we pay attention to the explicit areas of need and improvement, together we can achieve great results.</p> <ul style="list-style-type: none"> <li>Embed a whole-school approach to differentiated teaching and learning through the use of marker students.</li> <li>Academic Case Management - where starting points and next steps for improvement are planned, explicitly taught and impact reflected.</li> <li>Build clarity around the Whole School Planning Process.</li> <li>Unpack the Australian Curriculum version 9.</li> <li>Continuously review and monitor teaching and learning processes to ensure alignment to the P-12 Curriculum.</li> <li>Understand and implement the Curriculum, Assessment and Reporting Framework P-12 (CARF).</li> <li>Implement rigorous moderation processes, both within the school and externally with cluster schools for the four stages of moderation the before, after, after and end model.</li> <li>Share best practice and build staff capability through the practices of watching others work and coaching.</li> </ul>	<p>Phase</p>	<p>Implementing – I</p>
<p><b>Link to school review improvement strategy:</b></p>	<ul style="list-style-type: none"> <li>Strengthen our processes around pedagogical approaches, practices and whole school approach to differentiation by supporting high achievement.</li> <li>Further strengthen the data literacy of school staff through the precision of student achievement data discussions held between all school leaders and teachers, enabling rigorous monitoring of curriculum enactment and impact on student progress.</li> <li>Elaborate on moderation practices within the school and building on cluster moderation collaboration.</li> </ul>		
<p><b>Strategies</b></p>	<p><b>Evidence Sources and Guiding Frameworks</b> Lyn Sharratt – Clarity; Good to Great to Innovate; Leading Collaborative Learning, Australian Curriculum, Science of Reading (SOR) LOA; NAPLAN; SORD; Class snapshot; ACM – marker students.</p> <p><b>Know your Students:</b> Unpack Student Spotlight on Data; ACM; Know, Do, Think, Consider table in planning.</p> <p><b>Know your Curriculum:</b> Development of a Clarity Document to describe the why, how and what of unpacking the curriculum; Ensure curriculum is academically rigorous and responsive to the needs of all students; Implementation of Version 9 within the sequence of teaching and reflected in the 3 levels of planning.</p> <p><b>Know your Strategies:</b> Collaborative planning, teaching, assessing and reflecting; Explicit teaching; Considerations and tailored supports; Instructional coaching; Four stages of moderation – school and cluster.</p>		
<p><b>Actions</b> including Responsible officer(s)- Tammy Dimech (Principal), Amy Hallam (Curriculum Coach), Support Team – Jess Palmer (HOI), Tenille Piggini, Bronwyn Taylor, Sayeh Zamansani</p>	<p><b>Resources</b></p>		
<p><u>Know your students</u></p> <ul style="list-style-type: none"> <li>Unpack student spotlight on data to encourage meaningful conversations to drive the improvement in student outcomes.</li> <li>Embed the Know, Do, Think, Consider table within the unit planning.</li> <li>ACM checking for understanding and developing explicit next steps for learning through the spotlight on data process.</li> <li>Five Questions for students and reflection of next steps.</li> <li>Marking Guide unpacking with development of “I can” statements, checklists and feedback for students to gain the next learning edge.</li> <li>Develop and implement quality assessment for learning to inform targeted instruction.</li> </ul> <p><u>Know your curriculum</u></p> <ul style="list-style-type: none"> <li>Development of a Clarity Document to describe the why, how and what of unpacking the curriculum.</li> <li>Streamline the planning process to ensure clarity and explicit teaching.</li> <li>Collaboratively develop an academically rigorous year level plans – Initiate collaboration activities to support teachers and leaders to progress planning through clarity of Version 9.</li> <li>Version 9 sequence of teaching.</li> <li>Continue to develop, refine, monitor and review curriculum assessment and reporting plan that clearly describes the intended curriculum – three levels of planning and the policies and procedures that support implementation.</li> <li>Clarity of quality assessment to inform instruction to ensure teachers are utilising assessment to differentiate instruction for all learners and inform teaching practice.</li> </ul> <p><u>Know your strategies</u></p> <ul style="list-style-type: none"> <li>Enact the intended curriculum through effective pedagogy in teaching practice with clarity, practice and precision.</li> <li>Include a continued gradual response to ensure teachers are collaboratively planning, explicit teaching, considerations and tailored supports and instructional coaching.</li> <li>Four stages of moderation – school and cluster.</li> <li>Increase the use of high-impact teaching strategies.</li> <li>Continue to utilise “Tell me, now show me” learning walk and talks as part of a line management approach to enrich the collaborative development of teachers to build intentional teaching and student engagement.</li> </ul> <p>Engage in WOW to improve instructional leadership within the classrooms</p>	<p>Human Curriculum Coach HOI Support Teachers Teacher Aides</p> <p>Financial – PD opportunities, Weekly PLC release time, Curriculum supporting text, reading books, online subscriptions</p> <p>Physical resource – The HUB OneDrive – whole school shared curriculum/ planning folders</p>		

End Term 4	<b>Measurable outcomes</b>	<p><b>Targets</b>  <b>LOA A/B 50%</b>  <b>&lt; 90+% C</b></p> <p><b>First Nations: (P-2) &lt;C 75.2% A/B 46.2% (3-6) &lt;C 84.1% A/B 26.1%</b>  <b>First Nations: Region (P-2) &lt;C 65.2% (3-6) 74.2</b>  <b>Marker year levels: Year 1 LOA A/B 50% Year 4 A/B 50% &lt;C 90%</b></p>	 Educational achievement  Wellbeing and engagement  Culture and inclusion
	<b>Success criteria</b>	<p><b>Behaviourally:</b>  Students can/will: can Identify and communicate learning through co-creation of learning journeys, setting goal, receiving relevant timely feedback based on learning goals and the success criteria. Can respond to 5 questions and identify their growth and learning progress</p> <p>Teachers can/will: Lead from the classroom pushing school priorities a reflect on the impact and priorities of student learning.</p> <p>Leadership team can/will: Walking shoulder to shoulder with teachers, reflecting on current practice and shaping 2025 direction for best impact on learning outcomes. Revising Budget structures for 2025 to ensure they are aligned with the school priorities. Reflect on the impact of the 5 questions as a systems approach to drive and monitor student learning and to support next steps for explicit teaching and learning.</p>	
	<b>Artefacts</b>	Spotlight on data wall, Strategic quadrant mapping, ACM, PLC Planning, learning journey (classrooms)	

	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>
End Term 1	<p><b>Educational achievement</b>  <b>&gt;+5% Strategically tracking students' growth to ensure improvement</b></p>  <p>Improve A-B English LOA data by collaboratively developing and implementing processes to ensure clarity of student data, build teachers capacity, ownership and pedagogy around the V9, follow research based strategies to get the best outcome.</p>	<p><b>Behaviourally:</b>  Students can/will: Participate in their learning through co-creation of learning journeys, setting goal, receiving relevant timely feedback based on learning goals and the success criteria. Respond to 5 questions and identify the learning intent and their next steps.</p> <p>Teachers can/will: Answer ACM Planning questions, deconstruct curriculum expectations to develop learning goals/ intentions, Co – construct learning journeys with students using age-appropriate language, unpack Know, Think, Do table for clarity around next steps, Participate in Watching Others work (WOW) to observing each other's' practice and learning from one another. It aims to support the sharing of best practice and build awareness about the impact of your own teaching. Walk 'shoulder to shoulder' to gain 'Clarity' around unpacking of unit Processes. Deliberate and consistent use of evidence/data to inform decision making</p> <p>Leadership team can/will: Establish a structured collaborative planned approach for PLC's that outlines student next steps and teaching approaches and strategies to close the gap by using spotlight on data to ensure all students learning has explicit next steps to drive improvements. Leaders will share the why and how through the use of evidence informed practice, to increase clarity, and provide consistent ways of working, support sharing of constructive feedback, collaborate to simplify processes and systems, work shadowing, coaching, mentoring, Participate in Watching Others work (WOW) within our cluster and outside our cluster to observing each other's practice and learning from one another. It aims to support the sharing of best practice and build awareness about the impact of your own leadership.</p>	<p>Data snapshot  Spot on data wall  ACM  Sliding planners with Differentiation embedded  Clarity Document  End of Term Check Ins  WOW reflections  Reflection of the 5 questions  Clarity of response and planning protocols</p>	<p>Green –on track  Yellow – underway  Magenta – yet to commence</p> 
End Term 2	<p><b>Educational achievement</b>  Improve A-B English LOA data by collaboratively developing and implementing processes to ensure clarity of student data, build teachers capacity, ownership and pedagogy around the V9, follow research based strategies to get the best outcome</p>	<p><b>Behaviourally:</b>  Students can/will: Continue to participate in co-creation of learning journeys, setting goal, receiving relevant timely feedback based on learning goals and the success criteria. Respond to 5 questions and identify the learning intent and map their next steps.</p> <p>Teachers can/will: Continue to deconstruct curriculum expectations to develop learning goals/ intentions, Co – construct learning journeys with students using age-appropriate language, unpack Know, Think, Do table for clarity around next steps, Using data and evidence of practice, they will engage in in Watching Others work (WOW) to observe others' practice and reflect. Walk 'shoulder to shoulder' to gain 'Clarity' around unpacking of unit of new and existing units Processes. Deliberate and consistent use of evidence/data to inform decision making</p> <p>Leadership team can/will: leaders will share and discussing evidence informed practice, increase clarity, consistent ways of working, support sharing of constructive feedback, collaborate to simplify processes and systems, work shadowing, coaching, mentoring, WOW, A structured collaborative planned approach for PLC's, Align student achievement</p>	<p>Cluster moderation protocols  Cluster moderation modelled responses  Reflection on cluster unpacking of marking guides and agreed conditions  Data snapshot  Spot on data wall  ACM  Sliding planners with Differentiation embedded  Clarity Document  End of Term Check Ins  WOW reflections  Reflection of the 5 questions  Tell me then show me strategy evidence  SORD data</p>	
End Term 3	<p><b>Educational achievement</b>  Improve A-B English LOA data by collaboratively developing and implementing processes to ensure clarity of student data, build teachers capacity, ownership and pedagogy around the V9, follow research based strategies to get the best outcome. Measuring impact of improvement plan to drive next steps for 2025</p>	<p><b>Behaviourally:</b>  Students can/will: Participating in their learning through co-creation of learning journeys, setting goal, receiving relevant timely feedback based on learning goals and the success criteria. Respond to 5 questions and identify the learning intent and their next steps.</p> <p>Teachers can/will: Answer ACM Planning questions, deconstruct curriculum expectations to develop learning goals/ intentions, Co – construct learning journeys with students using age-appropriate language, unpack Know, Think, Do table for clarity around next steps, Participate in Watching Others work (WOW) to observing each other's' practice and learning from one another. It aims to support the sharing of best practice and build awareness about the impact of your own teaching. Walk 'shoulder to shoulder' to gain 'Clarity' around unpacking of unit Processes. Deliberate and consistent use of evidence/data to inform decision making</p> <p>Leadership team can/will: leaders will share and discussing evidence informed practice, increase clarity, consistent ways of working, support sharing of constructive feedback, collaborate to simplify processes and systems, work shadowing, coaching, mentoring, WOW, A structured collaborative planned approach for PLC's, Align student achievement</p>		