



Goodna State School Annual Implementation Plan 2023



School Improvement Priorities

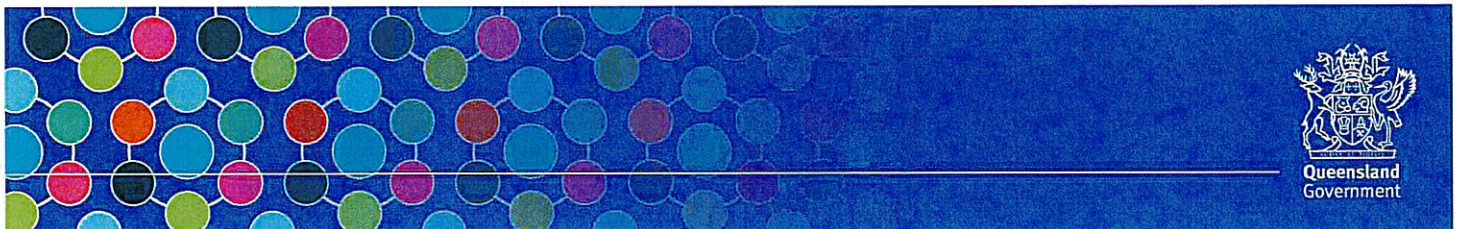
Academic Achievement

Increase % students A-C results in English

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> × Review School-based English Program – enhance vertical alignment across school (specifically GTMJs), ensure de-cluttered approach to descriptors, include engaging and contextually relevant literature. × Short planning cycles maintained (incorporating monitoring tasks) reflecting 'targeted teaching' mindset. × Maintain <i>Marker Child</i> mindset to enhance line of sight of at-risk children; use as a methodology to track instructional effectiveness. (2 marker children per teacher) × Deepen CT understanding in "Bump it Up" walls; use Success Criteria effectively within feedback cycle. × Continue systematic approach to Case Management; utilising referral as 'quality differentiated teaching' inventory. × Apply the activities identified in the School Data Roadmap to a schedule of discussion related to the CIM and CAD overviews. × Utilise MALP to embed effective Warm-up (as per English Reference Group Draft Framework). × Retain Leadership Team Coach; focussed on developing and embedding consistent and effective approaches re Instructional Leadership. (Jane Sedgman) 	<p>Target 75%+ in whole school LOA A-C English distribution</p> <p>Continue reduction in N - LOA</p> <p>100% Teacher involvement in CIMS, Coaching & CADs</p> <p>Differentiated Assessment for at-risk students</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Terms 1 & 2</p>	<p>Principal DPs HOSES Inclusion HOD Class Teachers</p>

Teaching of Reading

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> × Deepen CT understanding of Teaching of Reading – Big 6; ensure alignment & cohesion with Heggarty, Sounds Write undertakings. × Embed visual framework (Visible Learning) across whole school; with associated student goal tracking. (P-1 version differentiated) × Continue to collect and track SLP data on early oral language development (across Kindy, Prep and Year 1). × Retain additional TA time to support Oral Language & concurrent Guided Reading; support TA capability for Literacy (Guided Reading) with ongoing workshops. Use TA focus on reading as part of ongoing QA process (consistency with visible learning). 	<p>100% Class Teacher participation via CIM, Focus PD</p> <p>95%+ SOS Staff Engagement dimensions</p> <p>100% transition of children from 1 to 1 into small groups (SLP)</p>	<p>CADs</p> <p>Term 1 & 2 CIMs</p> <p>Ongoing</p>	<p>Principal DPs HOSES HOD Inclusion Class Teachers SLP TAs</p>



Consistency of Whole School Practice – Intentional Collaboration

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> × Enact Collegial Engagement Framework (CEF) to ensure differentiated support of continued staff development. × Maintain GTC role (Goodna Team Coordinator) to support deliberate horizontal and vertical alignment throughout school; GTC role to facilitate ongoing professional engagement throughout cohorts. × GTCs to work with Principal to prioritise T&L focus for CADs and CEF contacts – two contacts per term. × Maintain ongoing internal moderation / monitoring opportunities throughout year for class teachers (as cohorts) – Writing, Reading & Numeracy. × Maintain Genre Moderation with neighbouring schools (Term 3 PFD). × Continue to use HOD role in class to ensure intended to embedded curriculum, and consistency of visible learning practice. 	<p>100% Class Teacher involvement</p> <p>95%+ SOS Staff Engagement dimensions</p>	<p>Ongoing</p> <p>PFD September</p>	<p>Principal GTCs DPs HOSES HOD Inclusion Class Teachers</p>

Wellbeing & Engagement

Active Community Involvement

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> × Review HSA role to ensure confidence in staff re staff wellbeing and safety; prioritise OVA context. × Maintain Clinical Psychologist Assessment Program based at Community Hub with school psychologist HP5 role; program in partnership with UniSQ. Continue to liaise with West Moreton Health CYMHS re possible on-site community program. Support UniSQ Research journey (2 years). × Continue NDIS support pathway for families (via HOSES, GO and GIFs); greater advocacy and support outside existing school resourcing, for child and family benefit. × Continue to refine & embed PBL Framework <ul style="list-style-type: none"> ○ Prioritise Student voice (Council of Heroes) ○ Secondary Behaviours × Draft a Student Social Outcomes Framework; inclusive of transition from a PBL reward lens to a social experience lens (<i>11 Before 11 mindset</i>) – all students. × Continue investment in staff development re Trauma based practice, via Berry Street training. × Continue Youth Support Co-ordination roles – priorities include: <ol style="list-style-type: none"> 1. Capability Building of Tier 3 students through X-Ceptionals (Lego Therapy, Gardening, Cooking & Art mediums) 2. Maximise student engagement and attendance through greater parental / family engagement (in conjunction with GO, school CEC and Youth Support Coordination role); home visits, GIFs referrals used as required. 	<p>2 x Tier 3 Assessments and 2 x Therapy programs per term per USQ student</p> <p>1 Parent NDIS session per term</p> <p>Draft SOF created (via Reference Group)</p> <p>10 Staff identified for BS Training</p> <p>Reduction in Tier 3 PBL %</p> <p>Attendance 90%+ for identified at-risk students</p>	<p>Ongoing</p> <p>Complete by Term 4</p> <p>Ongoing</p>	<p>H&S Rep Org Health (Regional Office)</p> <p>Principal GO DPs HOSES CEC</p> <p>EOI – Staff</p> <p>YSC Youth Worker DPs GO HOSES</p>

Culture & Inclusion

Active Community Involvement			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> × Review School Culture Placemat (following three-year cycle); ensure alignment between system accountabilities and contextual responsibilities, with our school philosophies and people; prioritise staff wellbeing & engagement lens within process. × Transition LOTE from French to Yuggera language; to involve community consultation, and formalising Indigenous Cultural Intellectual Property Agreement (ICIP) with relevant community representatives. (LOTE – Year 5 & 6 children) × Create Reconciliation Action Plan; deeper understanding of culture by school community; further embedding of indigenous perspectives in learning (<i>cross-curriculum priorities</i>); audit staff understanding and use of 8 ways of learning. × Continue <i>Milpera Live</i> program – partner with Milpera SHS in on-going development of on-line learning platform to support EAL/D children learning engagement and outcomes; program also to support staff development. Work in partnership with MSHS to create subsequent units of learning for primary aged EAL/D learners. 	100% Staff involved in co-construction process ICIP Formalised Draft RAP completed 95%+ SOS Staff Engagement dimensions Expand ML to three units of learning	Version 2 Culture Placemat completed by end of 2023 Complete by Term 4 Ongoing	Principal GO DPs HOSES CEC Principal Inclusion Milpera SHS

Endorsement

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



Principal



P and C Representative

Assistant Regional Director