ANNUAL IMPLEMENTATION PLAN - 2021 - PAYNE ROAD STATE SCHOOL

Innovation

Differentiation

Wellbeing

'Intelle	ctual, Curriculum Rigoo 'Inspire Learning the	at matters'		'A T		uiry Culture for Learning ure-focussed Capabilities				Priori ties 21-24	1:	
Co-develop a Program for teaching Learning Assets that are learner friendly and made - Core Team engage with coach Kath Murdoch and local mentors; Incubate/draf	Creatively co-design curriculum units for purposeful Inquiry based learning and conting intentional collaboration with Teacher Leaders, like-minded schools and coaches. Mon - Co-design Inquiry based learning in Science and incubate explicit pedagogies - - Core Team partners with Inquiry Mentors – Murdoch, Wonder of Science; expl - Track planned critical and creative thinking in Science Units (QA curriculum wa	Teams'	Further enhance a common Language of Learning — Inspire- Challenge — Extend, The Le - Use mantra across all contexts/conversations within school community — Inspir - Engage a common understanding of concept and visual of The Learning Edge (t	Develop and establish classrooms with a deliberate Inquiry Stance led by curiosity, wonder and creativity (Habitats of Learning). - Explore an Inquiry Stance in classrooms (Murdoch et al) and what this looks/sounds like – use of questioning, classroom - Explore 'learning bites' from book "The Power of Inquiry" (Murdoch); initiate a staff learning journey board (wonderings)		Enable 9	Deepen staff Peer Coaching capabilities drawing on Neuroscience and personal/team s Innovator Mindset! - Peer Coaching to refine neuro-strategies that inspire/extend learning; provide provides the second	Develop professional learnings and common understandings based on Neuroscience of - Professional Learning on Calming the Crisis (trauma, triggers, escalation, de-escandes) - Chaplain to implement Zones of Regulation intervention process and communi	Continue to refine Precision within our Explicit Improvement Agenda through collabor - Create graphic icons for EIA; link to conversations re Performance (APDP), Data	otrategies & Actions	(SIU) *A Culture that Promotes Learning (&Wellbeing) *Analysis and Discussion of Data *An Explicit Improvement Agenda	
Program for teaching Learning Assets that are learner friendly and made visible, aligned to General Capabilities. Monitor Quality Assurance. Team engage with coach Kath Murdoch and local mentors; Incubate/draft a Learning Assets Action Plan. Engage Core Team.	id learning and continue Pedagogy for Deep Learning (curriculum & intellectual rigour). Engage coaching and sols and coaches. Monitor Quality Assurance. Explicit pedagogies - inquiry process, provocations, continue cognitive verbs; new visible thinking routines (VTR) onder of Science; explore purposeful and authentic unit connections. In this intellectual rigour). Engage coaching and solve the process of th	Gradually develop a curiosity-driven Inquiry Process for Learners that is inspiring, relevant and made visible (inquiries that matter), grow this agile strategy from Science - Make visible to all the overarching, metacognitive Inquiry Process (IP) in Science; engage professional learning and team co-planning (HOC, Mentor schools) Incubate/incorporate problems that matter (PTM) as inquiries driven by student curiosity; scan student passions/concerns and link to AC content.	Challenge — Extend, The Learning Pit, The Learning Edge. Build community language. school community — Inspire — Challenge — Extend! ual of The Learning Edge (the edge of Zone of Proximal Development, Vygotsky) to stretch/extend all students	e led by curiosity, wonder and creativity (Habitats of Learning). "(Murdoch); initiate a staff learning journey board (wonderings/learnings/innovations).	Gradually co-develop 'Learning Assets' and align to General Capabilities to empower learner self-awareness and critical skills for life-long learning Make visible 'Inquiry' and 'Collaboration' as explicit 'Learning Assets' in Science lessons. Include in Learning Intentions/Success Criteria to make students self-aware	tems for Student Wellbeing data and targeted responses. lish June PAWS staff wellbeing inquiry cycle) e Student Wellbeing Schoolwide Reflection tool. ncing with strengthening peer relationships for girls (girl po	trengths (Highly Accomplished & Lead Professional Standards) – beer release and link to EIA (Leading Learning Teacher time). HAT	professional learnings and common understandings based on Neuroscience of Behaviour, Learning & Trauma (Self-regulation, Ready to Learn, Brain-friendly language). Professional Learning on Calming the Crisis (trauma, triggers, escalation, de-escalation, recovery), full Zones of Regulation for all (Ready to learn) Chaplain to implement Zones of Regulation intervention process and community engagement. Monitor behaviour data each term.	Continue to refine Precision within our Explicit Improvement Agenda through collaborative inquiry (data) and designed ingenuity (curiosity, creativity) Create graphic icons for EIA; link to conversations re Performance (APDP), Data and Ingenuity (stimulating/incubating innovative strategies).	EXPLICIT IMPROVEMENT AGENDA: Lift in U2B Writing & Reading Lift capability in the Teaching of Writing – Paragraphing & Cohesion Inquiry & Visible Thinking Routines	(SIU) *Systematic Curriculum Delivery *Effective Leaching Practices *Expert Teaching Team	tellectual, Curriculum Rigo Inspire Learning & Inqu 'Advanced-Elite
	age coaching and	om Science & HASS. x	d all students.	٠	nts self-aware.	Build community capability.	We are all leaders! PD.	-friendly language).	× O	T1 2	(SIU) "UJJerendatea	(CL) *0.55
× ×	×	× ×	× ×	×		×	×			2021 T1 T2 T3 T4	*S*	'Challe 'Ex' 'We are
	X HOC	НОС, Princip X al	Differe ntiatio	Princip al	Princip al, HOC			Differe ntiatio n T	Princip al	Responsible Officers	chool Commu	nge & Ext cellence f highly ca
12 months — S — articulate they are Inquirers (LA skills); T — increasingly fore-	6 months: S – articulate 2-3 VTR; T – plan, teach 2-3 VTR, connect with mentors; LT - source mentors; QA curriculum wall.	3 & 6 Months: S - articulate IP phases in growing use; T- articulate IP phases; LT-growing use of IP phases (walk throughs & 5Qs data, feedback); modelling. 12 months: S - articulate PTM in action; T - incorporate PTM in Science planning; LT - showcase authentic PTM.	Learning Edge ' to inspire-challenge- extend. LT – PDs, book club.	3 months – S – articulate Inquiry LA in Science; LT – Staff Learning Wall 6 & 12 months – T – inspiring classrooms/ Habitats of Learning; plan for 'the		3 & 6 months – S – talk 'girl power'; T – Team Tasks Made Visible and adjusted; LT- student wellbeing survey sourced; PAWS survey feedback.	6 months — S — articulate SC/ Feedback /next goals in Writing; T — articulate key neuro-strategies; LT — PD, LL feedback.	3 months – S/T/LT – articulate Zones strategy; decrease OS behaviour data; behaviour inquiry/response cycle.	3 months-S/T/LT- articulate clarity of EIA	Behaviou	*School Community Partnerships Indicators of Succession Resources	Challenge & Extend the Learning 'Excellence for all abilities' Ve are highly capable & distinctive'

new partnerships with Academia and Industry, building on our interest in sustainability. Market the school toward Creativity and Excellence - a School of Choice. Partner with Brisbane City Council CurioCity Strategy and supporting personnel, Wonder of Science, CSIRO, IMPACT Centre University of Qld, others. Use various platforms to distinctively market PRSS as a 'School of Choice' and grow enrolment.	Grow and design opportunities for Gifted and Talented Learners within the school, community and world stage. Build whole staff capability and Gifted Education Mentors. - Team to be trained as GEMS through online professional learning; co-create PRSS Inclusion Policy aligned to region. - Explore diverse opportunities for short inquires including DIG process (Designed Ingenuity; Network of Inquiry Mentors), and State/National competitions. - Incubate novel and student-led STEAM projects with STEAM teacher, parents and community; make these highly visible within the school and educational market.	Continue to refine Case Management process for the breadth of target students. Continue to facilitate schoolwide monitoring and planning for inclusive practices, including scheduled reviews of ICPs. - Continue to reflect and plan with Schoolwide Inclusion tool. - Release time for coaching in ICP development. Establish time for SEP teacher to lead and monitor ICPs. Re-design for enhanced daily TA SEP support.	Advance Differentiation with mantra to 'Inspire - Challenge - Extend' all Learners by targeting 'The Learning Edge' in curriculum design, agile responses to formative assessment - Refine the use of formative assessment to identify individuals' Learning Edge as a starting point for differentiated teaching and extension in reading and writing. Grow a distinct 'Planning for Differentiation' phase to build on 'Planning for Clarity'. Continue to grow our Co-teaching strategy, our Pre- and Formative Assessment practices and evaluation of Impact. Target the Learning Edge of highly-capable learners for personal/team excellence. - Co-planning phases - P4C (Planning for Curriculum - team co-planning release) and P4D (Planning for Differentiation - twilight time); use of Writing tool (Inquiry project) - Explore distinct teacher roles for P4C & P4D - Assessment-criteria Alignment; Intellectual Rigour, Differentiation & Extension for all. - Develop explicit extensions for highly-capable students in English, Maths, Science; access regional support and innovative community engagement opportunities.	Further develop school teams toward Advanced-Elite Team levels of Performance (criterion-based) - Leadership, PLCs, Impact Team Leaders, Impact Teams. - Establish clear Line Management with Leadership Team; evolve Impact Team leader role and responsibilities. Deepen awareness in Team health/pulse checks (Stebbins). x	Continue to develop Assessment for Learning practices to empower self and peer feedback for learners, and Formative Assessment practices for teachers. - Engage teacher-refined developmentally appropriate checklists for students' self and peer feedback/goals in writing, use across the curriculum. - Deepen collaborative responses (Impact Teams) to formative assessment for continued Writing development in each English unit (Productive poles). - X X X	hallenge-Extend.	ng for Reading, W	Explicit Teaching within the 'The Right Pedagogy at The Right Time' approach. Grow the Lesson Study 5 Phase process. Engage PD (Right Pedagogy at the Right Time) on critical demands of both Explicit Teaching and Inquiry Pedagogies; deepen precision in PRSS Explicit Teaching Guide X X X X X X X X X
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Princip al	HOC, Core Team	SEP & Differe ntiatio n Ts	SEP & Differe ntiatio n Ts	Princip al		ntiatio n T	HOC,	HOC, Core Team HOC
	3 & 6 months – S – engaged in STEAM project 3-6; T – GEMS training of Core Team; LT – regional collaboration; renewed school marketing pitch.	3 months — S — access greater differentiation through ICPs; T — articulate increased clarity in ICPs; LT — coaching, QA of planning.	3 & 6 months – S – clear goals Writing, Readling/Success Criteria; T – clear Learning Walls English, precise differentiation (Writing Tool); LT – Writing Inquiry cycle; new extension programs in Writing; T planning roles;QA	3 & 6 Months - T — HAT awareness is raised. LT — source PL, Team Health Pulse check.	responses, consistency in ET (APDPs, walkthroughs, Writing data, Data conversations/Case Management); schedule T Obs & feedback; provide regular cohort feedback.	Writing (4 phases), greater consistency in ET in Writing EIA; LT – Monitor growing precision in feedback/ moderation & team	3 & 6 & 12 months — S — increasingly articulate explicit feedback in Writing (t-s, p-p, self; 5Qs); T — Impact Teams articulate greater precision in response to	front Inquiry as a LA (APDPs); LT – coaching core team; Action Plan. 3 months: T – articulate when to use EP/IP (APDPs); LT – schedule PL & checkins.

	Levels of Achiev	vement – Whole School	Confidence Scales					
English: C $90\% \rightarrow 95\%$ A-B $56\% \rightarrow 61\%$ Maths: C $93\% \rightarrow 98\%$ A-B $64\% \rightarrow 69\%$ Science: C $90\% \rightarrow 95\%$ A-B $67\% \rightarrow 72\%$			Attendance 90%< 89% → 93% Enrolment Growth 277 → 287 School Opinion Survey – Overall Satisfaction (2019) Staff 89% < Parents 91.64 < Students 92% < Prep Transition Statements – 98% → 100% School Internal Audit – Sound Controls					
		Literacy and Num	neracy Targets	All and the second				
Reading Targets U2B % Writing Targets		Writing Targets	Numeracy Targets	NAPLAN Targets (2019→2021)				
Prep PM Yr 1 PM Yr 2 PM Yr 3 PR Yr 4 PR Yr 5 PR	53 $(74) \Rightarrow 79$ $(67) \Rightarrow 72$ $(41) \Rightarrow 46$ $(41) \Rightarrow 46$ $(33) \Rightarrow 38$	Yr 1 – 6 Monitoring of Productive Poles in Writing. Positive growth trends evidenced through formative assessment. Align with English targets A-B.	Yrs 2-6 PAT M: 29 in U2B (Stanine 7-9) → 34 63 at NMS (Stanine 4-6) → 68	Year 3 Year 5 NMS U2B NMS U2B				
Yr 6 PR	(41)→ 46							

Endorsement

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

Principal

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