

PAYNE ROAD STATE SCHOOL

2025 ANNUAL IMPLEMENTATION PLAN







Educational achievement







Wellbeing and engagement



Culture and inclusion

	School Priority 1		School Priority 2		School Priority 3		School Priority 4
Building an expert teaching team		Implementing effective pedagogical practices		Differentiating teaching and learning		Leading systemic curriculum implementation	

Educational Achievement – English & Maths – Explicit teaching and effective pedagogy to enhance A-B level thinking & achievement																																																																			
Measurable Outcomes	2025 Explicit Improvement Strategies aligned to School Priority 4	Leadership Actions and Behaviours	Teacher Actions and Behaviours	Student Actions and Behaviours	Monitoring and Budget																																																														
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<p>100% teaching teams engaged in year level team collaboration regarding planning and implementation of the Australian Curriculum, supported to develop contextualised units to enhance student engagement.</p> <p>100% Students can articulate learning goals for English and are provided with feedback to enhance curriculum achievement.</p> <p>C or Above 97% students C or above in English 97 % students C or above in Mathematics</p> <p>B or Above 82% of students B or above in English 82% of students B or above in Mathematics</p> 	<p>1. Sharpen teachers’ knowledge and understanding of the Australian Curriculum (AC) to support them in developing contextualised curriculum units that enhances student engagement in learning.</p> <p>2. Strengthen staff knowledge of evidence-informed approaches to teaching reading to support effective planning for, and delivery of, reading instruction across AC.</p> <p>3. Reinforce the enactment of the moderation cycle through collaborative vertical alignment within the school and Mount Cootha Cluster.</p>	<ul style="list-style-type: none">✓ Lead and facilitate professional learning and dialogue (during curriculum planning time) to promote the development of contextualised units that enhance student engagement.✓ Model, coach, support, challenge and provide feedback to staff to design engaging units and teaching sequence that enhance student learning and engagement.✓ Initiate classroom profiling as a feedback toll to enhance class environments.✓ Maintain regular observational learning walks and obtain student voice through 5Q✓ Provide budget and time to strengthen staff knowledge for delivery of reading instruction across AC.✓ Reading modules completed and CLC group develop reading instruction as a whole school approach.✓ Document whole school moderation cycle. Work within MCC to moderate.✓ Utilise SORD data as a tool for leading data inquiry & professional conversations.✓ Sustain Case management approach to assess and plan for student achievement.	<ul style="list-style-type: none">➤ Collaborate to design contextualised units and lesson sequence to ensure implementation of AC and student engagement.➤ Be an active participant during curriculum planning time & CLC meets➤ Know your students to design lesson sequences and lesson plans to enable deliberate planning (feedback/feedforward)➤ Be an active participant and seek feedback to build capability➤ Co-develop Bump Up Wall (BUW) (English) and enhance students self-guided learning through it’s purpose.➤ Support and teach students to articulate what they need to know, what they need to do, to continually improve.➤ Prepare for and prioritise case management (term) and differentiation meetings (fortnightly) to ensure all student needs are catered for.➤ During curriculum meetings and case management using AC, plan for explicit teaching across all attainment levels and be fluent in ‘articulating the A’.➤ Attend and be present during PD/ Planning and Moderation time.	<ul style="list-style-type: none">• Students are catered for and engaged through the teaching and learning cycle.• Students know what they are learning and why and can articulate this to staff during learning walks and through 5Q.• Students know how to improve their work using and receiving feedback.• Students use feedback to know their ‘next steps’ and how they will achieve them.• Students can articulate their next steps within the (lesson and unit) using cocreated / worked examples to show and share their thinking.• Students utilise English (BUW) artefacts to guide their assessment literacy.• Students ‘Aim Ever Higher’ to achieve academic success each Semester.	<table><tr><th colspan="4">Strategy 1</th></tr><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Budget: Curriculum Planning 2 x ½ days per term \$30 000</p> <table><tr><th colspan="4">Strategy 2</th></tr><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Reading PD: 13 X TRS \$7800</p> <table><tr><th colspan="4">Strategy 3</th></tr><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Moderation Planned for with MCC schools in lieu of staff meeting time</p> <table><tr><th colspan="4">Strategy 4</th></tr><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <table><tr><th colspan="4">Strategy 5</th></tr><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>½ hour extra NCT provided to teachers PD scheduled for each Semester Hardware purchase – Yr 4 Ipad 1:1- 2025</p>			Strategy 1				Term 1	Term 2	Term 3	Term 4					Strategy 2				Term 1	Term 2	Term 3	Term 4					Strategy 3				Term 1	Term 2	Term 3	Term 4					Strategy 4				Term 1	Term 2	Term 3	Term 4					Strategy 5				Term 1	Term 2	Term 3	Term 4				
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<p>CLC team lead and implement a shared understanding with 100% of teaching staff.</p> <p>100% of teaching teams access and engage with digital learning tools to support students in need to access the curriculum.</p> 	<p>2025 Explicit Improvement Strategies aligned to School Priority 2</p> <p>4. Engage staff with DoE <i>Whole School Approach to Pedagogy</i> (WSAP) in response to assessment and reporting data.</p> <p>5. Explore and enhance digital learning in teaching and learning tools and support teachers to enhance their knowledge of digital tools.</p>	<ul style="list-style-type: none">✓ Timetable PLC meeting times to engage with WSAP✓ Lead CLC team to respond to assessment and reporting data✓ Engage with evidence- based practices to employ effective pedagogies✓ Provide ongoing PD in the area of assistive technology and digital tools (Apple) to create enhanced learning environments.✓ Ensure Inclusion team are upskilled to support teachers and students to employ ‘best fit’ digital tools.	<ul style="list-style-type: none">➤ Provide teachers with professional development guided by the CLC to ensure a whole school approach➤ Continue with upskilling teachers on data literacy➤ Implement ‘best fit’ pedagogy to ensure student engagement and achievement➤ Have a growth mindset to the possibilities that digital tools can enhance the teaching and learning environment.➤ Meet fortnightly with Inclusion teachers to differentiate to meet student needs	<ul style="list-style-type: none">• Students are engaged in the curriculum through teacher’s best use of pedagogical practices• Students who require the use of digital tools to access the curriculum will be provided with hardware/software to do so.																																																															

Wellbeing and Engagement - Building an expert teaching team																											
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<p>100% of teachers engaged in cycles of collegial engagement and feedback</p> <p>100% of staff engage with the SPG process, building an expert teaching team for PRSS</p> <p>SOS Data >90% of staff indicate that “I receive useful feedback about my work at this school”</p> <p>SOS Data >90% of staff indicate that “The school encourages coaching and mentoring activities”</p> <p>MCC collegiality and participation of WOW process across schools.</p>		<p>6.Develop and implement a strong collegial culture to further promote and support openness to peer observation, WOWs, coaching and mentoring through supportive professional dialogue with peers.</p> <p>7.Further refine approaches, including continued collegial reflection within the Mount Cootha Cluster and provide increased opportunities for access to coaching and feedback for teaching teams through the annual Setting Professional Goals (SPG) process.</p> <div></div>	<p>✓ Invitational approach for all teaching staff to engage in a coaching culture</p> <p>✓ Principal to lead coaching conversations with teachers via SPG process</p> <p>✓ HOD-C to leading coaching conversations with TA</p> <p>✓ BM to lead coaching conversations with all other non- teaching staff</p> <p>✓ Share priority through staff news and meetings – ongoing</p> <p>✓ Network within MCC schools to implement WOW process</p> <p>✓ Support staff wellbeing and engagement through new programs such as AC (Respectful Relationships) and Grow your Mind (GYM) – whole school wellbeing program</p> <p>✓ Model the way by engaging in peer coaching</p> <p>✓ Communicate PRSS non negotiables for classroom environments</p>		<p>➤ Engage in WOW process</p> <p>➤ Feedback and feed forward to peers in year level</p> <p>➤ Build expertise through growth mindset practices</p> <p>➤ Gain confidence in being observed and observing others</p> <p>➤ Engage in classroom profiling to enhance classroom management</p> <p>➤ Explore, engage and implement Grow your Mind as per program</p> <p>➤ Be guided by PRSS non-negotiables checklist</p>		<p>• All students respond to a safe and supportive classroom environment</p> <p>• Students’ actions and behaviours indicate a confidence and certainty of a supportive classroom environment</p> <p>• Students know and can articulate what they are learning and how they are going</p> <p>• Students know that we are all learners for life and expect to see a variety of teachers in a learning cycle</p> <p>• Students are clear on the ‘why’ behind their learning and or expectations</p> <p>• Students have clarity about content they are learning and are able to action feedback given for achievement</p>		<div><div>Strategy 6</div><table><tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> <p>WOW – RSS and ICSS P-2</p> <div><div>Strategy 7</div><table><tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> <p>Grow your Mind Wellbeing Program Subscription & Resourcing \$3000</p>			Term 1	Term 2	Term 3	Term 4					Term 1	Term 2	Term 3	Term 4				
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Culture and Inclusion - Differentiating teaching and learning																											
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<p>P-2 NCCD students >C English 75%</p> <p>3-6 NCCD students >C English 80%</p> <p>Annually: a sustained improvement in</p> <ul style="list-style-type: none">• One School: Behaviour Data• Attendance Data• ACER Social-Emotional Wellbeing Survey Data & QEW Survey Data• SOS Data <p>100% Personalised Learning Plans are routinely reviewed each term and updated by teaching teams to enable differentiated and targeted teaching, learning and adjustments.</p>		<p>8.Refine and enhance the use of data to support the purposeful development, implementation, recording, monitoring and review of planned adjustments to effectively respond to the diverse learning needs of all students.</p> <p>9.Enhance responsive and flexible approaches to deliver evidenced- informed differentiation to further sharpen teachers focus on improving student learning and enhancing student wellbeing.</p> <div></div>	<p>✓ Monitor effectiveness of whole school processes through behaviour data, student engagement and wellbeing Survey, SOS and absenteeism</p> <p>✓ Commence whole school review of Code of Conduct to reflect a culture of Inclusion</p> <p>✓ Research evidence- based Behaviour practices to meet the needs of PRSS students</p> <p>✓ Implement a Reset Room for restorative/reflective and regulation of student behaviours</p> <p>✓ Enhance school culture through the implementation of Grow Your Mind – Wellbeing Program</p> <p>✓ Facilitate PFD PD, termly staff meetings – CLC and parent information sessions (1 x per semester)</p> <p>✓ Review and enhance Transition process’ – Prep & Yr6</p> <p>✓ Lead a review of the school website</p> <p>✓ Continue with Parent Rep group – meet 2 x per term – enhance communication channels with whole of community</p> <p>✓ Budget for Guidance Officer 1 x day, SLP 1x day per week & OT x 1 day per fortnight</p> <p>✓ Continue with Chaplain Program</p> <p>✓ Support inclusion through scheduled differentiation planning time with all class teachers</p>		<p>➤ Know their students, using class dashboard to examine student data</p> <p>➤ Collaboratively plan with Inclusion staff to continually monitor and plan adjustments in response to student needs</p> <p>➤ Teachers update PLP and ICP in consultation with Inclusion staff, each term</p> <p>➤ Teacher access SSS process for all identified students to present or review for next steps in learning</p> <p>➤ Teachers keep student records up to date to enable NCCD data to be analysed</p> <p>➤ Inclusion staff work with class teacher/students and parents to ensure transition processes are effective and meet the needs of all students</p> <p>➤ Present Curriculum Snapshot to parents each term through class newsletters to ensure transparency of teaching and learning</p> <p>➤ Implement GYM through Wellbeing Wednesday approach to improve whole school culture and student wellbeing</p> <p>➤ Respond to students who require enhancement of learning – Gateways, Readers Cup etc</p> <p>➤ Enact whole school approach to rules and consequences.</p>		<p>• Students understand inclusion and that equity means not everyone getting the same</p> <p>• Students value and form string relationships with staff</p> <p>• Students confidently and respectfully express their wants and needs to staff</p> <p>• Students come to school to be a learner</p> <p>• All students engage in support/enrichment and transition process’</p> <p>• Students share their voice and can articulate their learning to families and through 5Q each term</p> <p>• Students wellbeing is enhanced through the GYM program during Wellbeing Wednesday</p> <p>• Students are familiar and can articulate expectations/rules/consequences</p>		<div><div>Strategy 8</div><table><tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> <p>Reset Room – Teacher 0.6 SBS</p> <p>Inclusion/Admin and Specialist</p> <p>Chappy Program – 2 days per week</p> <p>GO – 1 extra day</p> <p>OT – 1 day per fortnight</p> <p>Kids Hope – Mentoring Program</p> <div><div>Strategy 9</div><table><tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> <p>Teachers receive extra ½ hr of NCT per week, 1 session to be used for differentiation planning with SIT</p>			Term 1	Term 2	Term 3	Term 4					Term 1	Term 2	Term 3	Term 4				
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Approvals																											
This plan was developed in consultation with the school community and meets school needs and systemic requirements.																											
Principal – Danielle Freeman			P&C – Danni Holman			School Supervisor – Evan Willis																					