





2022 Annual Implementation Plan


Improvement Priorities



Clarity – 14 Parameters Dr Lyn Sharratt	Priority – driven by our School Review and LCC project.	2022 Strategic Actions	Targets/ Success Criteria Timelines	Responsible Officer Resources
Parameter 1. Shared beliefs and understandings	EIA (SP 2021): Refine school systems to detail & communicate the required strategies and milestones that determine the progression to the next EIA.	<ul style="list-style-type: none"> Review Writing data (19 – 2021) – have we reached our targets? Review 'problems of practice'/MCSS Strategic Plan to decide on 2022 EIA. Communicate 2022 EIA, including required strategies and milestones that determine the progression to the next EIA. 	<p>Explicit Improvement Agenda – based on data</p> <p>End of 2021</p>	<p>Leadership Team</p> <p>Data Literacy Framework https://education.qld.gov.au/initiativesstrategies/Documents/data-literacy-framework.PDF</p>
Parameter 1. Shared beliefs and understandings	Effective Pedagogical Practices (SP 2022) Collaboratively define a common and consistent understanding of what deep subject knowledge is for students and its implications for pedagogical practices	<ul style="list-style-type: none"> Review our 'Mount Cotton Method' – our pedagogical framework. Refine our whole school approach to pedagogy. <ul style="list-style-type: none"> unpack shared understandings of concepts such as principles of pedagogy, pedagogical approaches, pedagogical practices, and teaching strategies. Develop a common language when discussing pedagogy. The school's pedagogical framework is evidence-based, incorporates high yield strategies and is focused on the success of all students. (School C – Effective pedagogical practices) The teacher is the leader of learning and an eager participant in the learning process (School C – Effective pedagogical practices) 	<p>Updated Mount Cotton Method</p> <p>Teachers and leaders are able to articulate what they do and why they teacher the way they do</p> <p>End of 2022</p>	<p>All Staff</p> <p>Use this template to update our 'Mount Cotton Method' - Shared language about pedagogy (PDF).</p> <p>Key messages – A whole school approach to Pedagogy https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/docs/key-messages-wsa-pedagogy.pdf</p>
Parameter 1. Shared beliefs and understandings	Parameter 1: <ul style="list-style-type: none"> All students can achieve high standards given right time and support. All teachers can teach to a high standard given the right assistance. High expectations & early intervention are essential. 	<ul style="list-style-type: none"> Co-construct school vision statement (to include our watermark of Connection) Shared commitment to the achievement of every student via Team IQ and Case Management meetings. All leaders, teachers and students can articulate what they do and why they lead, teach and learn the way they do. Students, teachers and leaders can answer the 5 learning questions. Effective early and ongoing intervention – including effectiveness of all resourcing allocations (report card for each support program stating the impact). 	<p>School Improvement Targets are set and met.</p> <p>2022 Report Card on each support program.</p> <p>End of 2022</p>	<p>All staff and students</p> <p>LLC Edstudio: https://staff.learningplace.eq.edu.au/tp/pages/default.aspx?pid=2260846</p> 



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Parameter 3. Ongoing assessment improves instruction	<p>Systematic curriculum delivery (SR 2021): Expand opportunities to strengthen the visible curriculum and support the growth of assessment-literate learners.</p> <p>Differentiated Teaching and Learning (SR 2022): Strengthen the capability of all staff to collaboratively design and embed adjustments within the class program to address the diverse learning needs of all students.</p>	<ul style="list-style-type: none"> Ongoing formative assessment informs differentiated instruction – 'data today is instruction tomorrow'. Large blocks of at least 100 uninterrupted minutes per day is scheduled (8 sessions for P to 2, 7 sessions for Year 3 and 6 sessions for 4 to 6). Review of literacy blocks and what should be included. Gradual Release of Responsibility (GRR) is part of our pedagogical framework used within the school – designed to teach all students how to make meaning, take ownership of their learning and communicate effectively. Implement a consistent school-wide approach for student learning goals in designated areas of Literacy and Numeracy in order to build their capacity to monitor and build ownership of their own learning. Continue to embed a common language when learning intentions (LI) and success criteria (SC) in English and Mathematics lessons. Co-constructed and add to unit plans Non-negotiable Bump it up Wall (BIUW) for English in Term 1 and Mathematics in Semester 2 Students using the 'Third teacher' BIUW and learning walls to assist them with their learning Students answering the 5 learning questions Waterfall 	<p>School Improvement Targets are set and met.</p> <p>School Improvement Targets are set and met.</p>	<p>School Improvement Targets are set and met.</p> <p>2022 Report Card on each support program.</p> 
	<p>Effective Pedagogical Practices (SR 2022) Develop method statement to support consistency of practice and understanding across other learning areas.</p>	<ul style="list-style-type: none"> Review our 'Mount Cotton Method' – our pedagogical framework. Refine our whole school approach to pedagogy. Develop a common language when discussing pedagogy. unpack shared understandings of concepts such as principles of pedagogy, pedagogical approaches, pedagogical practices, and teaching strategies. Use this template to update our 'Mount Cotton Method' - Shared language about pedagogy (PDF). Write a Numeracy Method (like our Literacy Method). 	<p>Updated Mount Cotton Method</p> <p>Teachers and leaders are able to articulate what they do and why they do the way they do</p>	<p>End of 2022 All Staff</p>

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			Timelines	Resources
<p>Parameter 3. Ongoing assessment improves instruction</p>	<p>Differentiated Teaching and Learning (SR 2022) Enhance opportunities to further develop a shared understanding of inclusion and associated attitudes and behaviours and the impact of provision of support on student learning outcomes.</p>	<p>From Signpost for school improvement –</p> <ul style="list-style-type: none"> • Assessment is planned to occur in multiple ways. Students are able to choose the way in which they demonstrate their abilities (School C – Differentiation Teaching and Learning) • The school leadership team routinely reviews inclusive practices across the school to ensure alignment with evidence-based inclusive practices (School C – A culture that promotes teaching and learning) • Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting a whole school approach to supporting student learning aligned with the school improvement agenda (School C – Targeted use of resources) • Teachers encourage and assist students to monitor their own learning and to set goals for future learning; • Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making; • Teachers consult with parents and with students themselves to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the development of individual learning plans; • Student information/student adjustments are added to Personalised Learning so all staff are aware of successful strategies. 	<p>School Improvement Targets are set and met.</p>	 <p>https://education.qld.gov.au/student/inclusive-education/Documents/inclusive-education-wall-chart.pdf https://education.qld.gov.au/student/Documents/every-student-with-disability-succeeding-plan.pdf https://education.qld.gov.au/initiatives/strategies/Documents/atsie-student-succeeding-strategy.pdf</p> <p>From National School Improvement Tool https://research.acer.edu.au/cgi/viewcontent.cgi?article=1019&context=tll_misc</p>

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Parameter 3: Ongoing assessment improves instruction	Systematic curriculum delivery (SR 2021): Consolidate curriculum learning opportunities to further support teacher understanding of how general capabilities and cross-curriculum priorities influence student knowledge, skills, behaviours and dispositions.	<ul style="list-style-type: none"> Continue to reflect on the tracking document through planning days to ensure general capabilities and cross-curriculum priorities are met across the school. Embed the general capabilities and cross-curriculum priorities in all new units/marketing guides. 	All school planning documents demonstrate how general capabilities and cross-curriculum priorities influence student. Throughout 2022	All Teaching Staff
Parameter 6 Case Management Approach	Common understanding and use of diagnostic and formative assessment tools to support the ongoing modelling and monitoring of data use. Data sources are gathered and displayed in a visual way, called a Data Wall. Case Management Meetings	<ul style="list-style-type: none"> A data wall is co-constructed and is used as a starting point for Learning Walks and Talks and Case Management Meetings. Data wall is regularly reviewed and evolves over time. Model and share operating norms when co-constructing and using the data wall. Regular scheduled Case Management Meetings focused on instruction Ongoing support of the teacher through check-ins provided by a Knowledgeable other/Instructional Coach. Celebration of small and all wins. Keep track of teaching strategies through individual student QR codes 	100% of staff engage in Case Management meetings. Student targets Case Management Meetings every 3 weeks each term.	All Teaching Staff and Leadership Team
Parameter 14 Shared responsibility and accountability		<ul style="list-style-type: none"> Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting a whole school approach to supporting student learning aligned with the school improvement agenda (School C – Targeted use of resources) Triangulation of data informs professional learning needs. Formative data provides descriptive feedback for students Staff meeting – in classrooms (Learning Fair) Use data to challenge assumptions and engage in academic controversy Celebration and recording of success stories 	100% staff own student data. 100% staff meetings begin with discussions around data. All teachers engage evidenced-based teaching and learning practices, responsive to student needs, and are confident in their knowledge and deliver of the Aus curriculum.	

Endorsement

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

M. Steward

Principal

d Matheson

P and C President



Assistant Regional Director