



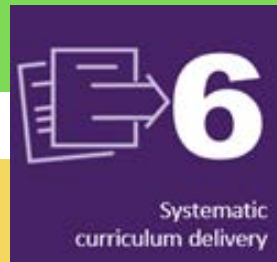
Annual Implementation Plan

Samford State
School

2024

“Everyone striving for excellence,
to do their personal best through an equity lens.”





School Priority 1: Curriculum – Excellence in Teaching and Learning

Domain 6: Systematic Curriculum Delivery – Key School Review Improvement Recommendations



- Strengthen moderation processes to promote a shared understanding of what constitutes A and B standard student work.
- Expand opportunities for teachers to moderate student work with a particular focus on after it is graded to further inform next steps in teaching and learning and improve consistency of teacher judgment.

School Strategic Plan Initiative

- Streamline and integrate three levels of planning both vertically and horizontally to optimise collaboration and accessibility for all teachers.
- Refine the precision of evaluating achievement levels, specifically focusing on A and B levels within the Australian Curriculum (V9) by strategically integrating rigorous local and external moderation practices.



Annual Implementation 2024 Action

- Deepen internal moderation processes through regular Year Level Meetings to quality assure our achievement ratings within our school setting (specific focus on A and B achievement).
- Deepen external moderation by implementing cluster moderation through a strategic Collaborative School Improvement Cluster CSIC (with 3 local cluster schools). This CSIC will meet regularly throughout the year to quality assure achievement levels (particular focus on four-phase moderation and visible learning strategies with A and B lens).
- Strategic Regional Primary Collaborative Learning Community CLC focused on lifting percentages of students in years 3-6 achieving B, A in English. Our school team will be working collaboratively with school improvement coaches to plan and action lift in student achievement.
- Continue to make learning visible to all students through success criteria linked to achievement standards (co-constructed learning ladders; collegial engagement). Consistently build teacher capability to provide quality feedback developing assessment capable learners. Specific focus on formative assessment throughout the teaching and learning cycle.
- Continue to implement collaborative planning cycles in regular YLMs to refine formative assessment and modify summative assessment throughout the teaching and learning cycle (continue to implement aspects of V9, 2025).

ANNUAL TARGETS 2024

- Prep - 2:** Increase the proportion of students achieving A or B English from **70-80%**. With specific focus on academic achievement in year 1.
- Year 3-6:** Increase the number of students achieving A or B in English to **75% or above**.
- In response to SOS data:**
- Increase positive response to 90% or more of parents feel that teachers at this school motivate their child to learn from 89.2%.
 - Increase positive response to 90% or more of parents feel that teachers at this school provide their child with useful feedback about his or her schoolwork from 88.8%
 - Increase to 90% or more of parents understand how their child is assessed at this school from 85.5%
 - Increase to 90% or more of students feel that teachers provide them with useful feedback about their work from 83.1%
 - Increase to 80% or more of students feel they are interested in their work from 68%.

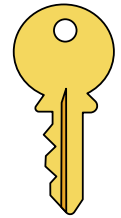




Samford State School - Annual Implementation Plan 2024



School Priority 1: Curriculum – Excellence in Teaching and Learning



Domain 8: Effective pedagogical practices – Key School Review Improvement Recommendation

- Further refine the range of pedagogies and high- impact strategies focused on engagement and innovation to lift the number of students achieving A and B Levels of Achievement (LOA).
- Expand teacher clarity of curriculum and use of the third teacher concept to improve teacher and student assessment literacy.

School Strategic Plan Initiative

- Clearly articulate and enhance the school's pedagogical practices to maximise student progress and achievement in the key learning areas of English and Mathematics.
- Establish and consistently implement a comprehensive school-wide strategy for learner engagement. (Anita Archer, GRR, SAMR, AAP).



Annual Implementation 2024 Action

Build teacher pedagogy by fortnightly collaborative planning meetings to support embedding evidence-based research practices at tier 1 level universally across all classrooms. Key strategies based on Australian Education Research Organisation to embed:

1. Formative Assessment embedded in unit planning.
 2. Spaced and Retrieval practice - Daily reviews in maths and spelling. Spaced practice included in unit planning.
 3. Explicit Teaching - (Tier 1 instruction)
 4. Mastery Learning - (Daily reviews).
- Build teacher capability to plan transformational Inclusive Technologies pedagogies and Re-definition stages of SAMR to differentiate, modify and engage students in learning.
 - SAMR Model (framework for classroom technology integration)
 - Enhance staff proficiency in catering to the diverse learning needs of students by implementing and refining effective differentiation processes and practices, cultivating an inclusive and responsive educational environment.
 - Establish and embed a schoolwide National Consistent Collection of Data (NCCD) framework to systematically identify and address the diverse needs of all students, implementing a structured system for efficient data collection, analysis and intervention strategies.
 - Build teacher capability to reflect and further build their own capability in signature practices across the school through a rigorous continuous collegial engagement model through the year.

ANNUAL TARGETS 2024

NCCD:

- Maintain achievement of C or above (P-6) 85% or above for SWD in English (NCCD).
- Maintain percentages above Regional and State School achievement.





Samford State School - Annual Implementation Plan 2024



Curriculum - Excellence in Teaching and Learning



Behaviours we see from Leaders, Staff and Students to maximise impact

Leaders will:

- Stay the course by maintaining strategic consistency while remaining adaptable to change for maximum impact.
- Be visible as an instructional leader by actively engaging in planning meetings and classrooms.
- Quality-assure our work and maintain alignment from planning to practice.
- Establish and implement accountability systems to foster an inclusive and supportive learning environment for all students.
- Enhance pedagogical practices by clearly articulating our school's approach and provide tailored professional learning to all staff to drive improvements in all key learning areas of the Australian Curriculum.

Staff will:

- Create a stimulating and engaging learning environment underpinned by high expectations, evidence-based practices and innovative teaching.
- Use assessment practices that position students as leaders of their own learning
- Use meaningful data to reflect on practice, track student progress and set goals.
- Commit to ongoing, collaborative professional learning to foster rigorous dialogue

Students will:

- Think creatively and critically
- Communicate ideas and thinking, confidently and with clarity through a variety of digital inclusive technologies
- Collaborate and act on feedback
- Aspire to demonstrate mastery when they apply their knowledge and skills within authentic, meaningful tasks





Samford State School - Annual Implementation Plan 2024



School Priority 2: Culture – Building Capable People (wellbeing and engagement)

Domain 2: Analysis and discussion of data – Key School Review Improvement Recommendation

- Establish further opportunities for teachers to build their data literacy to inform differentiated practices for all students, including high-achieving students.
- Strengthen data analysis processes for leaders to enable identification of data trends and associated strategic responses

School Strategic Plan Initiative

- Develop targeted professional learning aimed at enhancing and strengthening staff data literacy, to build confidence in analysing and interpreting relevant data sets to directly inform teaching and learning practices.
- Strengthen staff capability to align curriculum design and well-being initiatives informed by data, to empower staff to make informed decisions, fostering a holistic and impactful learning environment.
- Review and refine the school's data plan to align to strategic priorities, with precision and purpose in both the collection and utilisation of data.

Annual Implementation 2024 Action

- Deepen regular data case management sessions, review and analyse data with a focus on improving A-B ratings and to inform teaching with emphasis on year level cohort aspirational student improvements.
- Build teachers understanding of personal and social capabilities continuum to track, map and monitor goal development. Triangulating behaviour and academic data as an effective measure to respond to the diverse learning needs of all students.
- Continue to use Switch4Schools data to track students' wellbeing and emotional literacy.
- Continue to monitor wellbeing data to inform multitiered systems of support through stakeholder meetings (TPMs).
- Continue to support staff to analyse data trends and research in the areas of belonging, engagement and learning (optimal learning). Through staff engaging in signature practices, staff build effective connections with students and develop actionable goals to support their wellbeing.
 - Morning Meeting Time, Zones of Regulation (P-3), Switch4Schools (4-6), Trauma informed teaching practices (partnering with the Australian Childhood Foundation). We understand that creating trusting and respectful relationships in our school and classrooms, is the indispensable and single most crucial element to learning. All learning has an emotional base.

ANNUAL TARGETS 2024

SOS Data:

- 90% or more parents feel that student behaviours is well managed at this school from 86.9%.
- 85% or more students feel that student behaviour is well managed at this school from 74.8%.
- Maintain 100% staff feel that student behaviour is well managed at this school.

Behaviour Data:

- 50% reduction in major behaviours occurring in specialist and base classrooms.
- 20% reduction minor behaviours occurring in Specialist and base classrooms.
- Maintain student attendance rate above 93% in Prep to Year 6. With specific focus on Years 3-6.





School Priority 2: Culture – Building Capable People (Wellbeing and Engagement)



Domain 5: An expert teaching team – Key School Review Improvement Recommendation.

- Strengthen collegial engagement processes to provide regular and targeted opportunities for all staff to develop capability and expertise.

School Strategic Plan Initiative

- Revitalise, formalise and enact a robust collegial engagement framework to enhance staff capability and precision, fostering shared responsibility for continuous improvement in practice.
- Deepen a performance and development culture, where staff align professional career goals and develop leadership behaviours within five Professional Learning Communities aligned to the strategic agenda.
- Identify and designate staff champions who excel in evidence-informed teaching strategies, leveraging their current expertise to disseminate high-quality practices and enhance the competency of all team members.

Annual Implementation 2024 Action

Professional Learning Communities to Build Capable People

Deepening a performance and development culture, where staff align professional career goals (APR) and develop leadership behaviours to specific Professional Learning Communities. Staff will have the opportunity to join one of five PLCs aligned to the explicit improvement agenda to build their teacher leadership capability (teacher champions). Curriculum, STEM, Inclusion, Early Years and Behaviour and Wellbeing.

- **Curriculum PLC**- Build teachers' capacity to develop clear and achievable agenda items which are aligned with the implementation of V9. Building capacity of teachers in PLC by using resources provided by AERO.
- **STEM E Learning PLC** - Building the capacity of teacher to deepen inclusive technologies through whole school pedagogical frameworks, with a focus on using ICTs as tools for high levels of differentiating, modifying and engaging students. This is achieved by focusing on two main areas: planning for strategic ICT use in key lessons throughout the unit and/or assessment modification and ICTs as barrier removal for identified students.
- **Inclusion PLC** - Employ strategic initiatives to build teacher capability within the Inclusion PLC towards supporting all staff to use high impact differentiation strategies that align to whole school intervention models and foster inclusive practices (Disability Standards for Education). Inclusion PLC members collaborate within the Inclusions PLC and filter into all other PLCs to ensure consistency of practices and alignment.
- **Early Years PLC** - Teachers will build knowledge and capability to embed continuity of pedagogy in the Early Years. This PLC will be working collaboratively to implement and embed consistent pedagogical approaches in the areas of social emotional learning (MEHRIT Centre course), Age-Appropriate Pedagogies and Explicit Instruction in literacy. As part of the Early Years PLC we will continue to build the Samford Early Years Network with variety of stakeholders to deepen successful transitions and to share practice between ECE services and state school teachers with focus on continuity of pedagogy in the early years.
- **Behaviour and Wellbeing PLC** will build teacher capability to working collaboratively together to develop a deep understanding of connection and belonging and how crucial this is to successful learning outcomes. This PLC will build teachers capacity to embed Trauma Informed Teaching Practices (Australian Childhood Foundation course) as whole school signature practices across all classrooms at Samford SS.



Culture - Building Capable People (Wellbeing and Engagement)



Behaviours we see from Leaders, Staff and Students to maximise impact

Leaders will:

- Actively implement and quality assure a framework to enhance staff capabilities and precision in teaching.
 - Celebrate and utilise staff as change champions, promoting the sharing of high-quality practices among teaching teams for continuous improvement.
 - Model a strong commitment to data literacy by actively engaging in professional learning alongside staff, and showcase the direct impact of data-informed decisions on teaching and learning outcomes.
 - Align the school's data plan with strategic priorities, ensuring purposeful data collection that directly influences student progress and achievement.
 - Regularly assess the effectiveness of data usage, making adjustments to ensure a targeted and results-driven approach to supporting our school's success measures.

Staff will:

- Model positive behaviours and foster strong relationship through calm and consistent adult behaviour.
- Create a welcoming environment where students feel as sense of belonging and connection as part of consistent morning routines.
- Explicitly teach our school expectations of RESPECT for self, learning, others, property and environment.
- Model and teach school values - kindness, curiosity, growth mindset, respect, citizenship.
- Commit to:
 - ongoing collaborative learning, consistency of expectations, reflective practice and professional dialogue.
 - using meaningful data to reflect on practice and set goals.
 - model forgiveness
 - restorative practices

Students will:

- Take pride in themselves, their class and their school, ensuring they show respect for each other.
- Assume accountability for their actions and repair (restore) any inappropriate decisions they might take.
- Learn to the best of their abilities and allow others to do the same.
- Show kindness to all within our school community.

Nicole Morriss
Principal

Kristy Gooding
School Council

