



PALLARA
STATE SCHOOL

Pallara State School

2021 Annual Implementation Plan

Improvement Priority 1. Implementing a Targeted Literacy Improvement Agenda

Targets

All staff and students engaged in the teaching/learning of LEM phonics for spelling throughout 2021
 All eligible students reaching end of semester reading benchmarks in accordance to year level expectations.
 Year 3 and 5 writing improvements in NAPLAN U2B and Mean Scale Score.
 An established and systematic curriculum delivery in enacted at Pallara State School.

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| Strategy: | Establish consistent school-wide pedagogy. | | |
| Actions | | Timeline | Responsible Officer(s) |
| Formal Pedagogical practice observations conducted by the Deputy Principals with feedback given to teachers. | | Ongoing | Zan Branford |
| LEM phonics used in all classrooms for consistency of practice with the teaching of spelling. | | Ongoing | Jayne Hoffman |
| All staff engage in the Classroom Profiling program led in a confidential manner by existing trained profilers. | | Term 1 | Lynda Ellis, Jo Foster, Mark Johnstone, Ian Phillips, Nissa Venton |
| Strategy: | Develop contextualised literacy programs to support Australian Curriculum delivery. | | |
| Actions | | Timeline | Responsible Officer(s) |
| Planning sessions held with teaching teams each term which are facilitated by the administration team. | | Ongoing | Zan Branford, Jayne Hoffman |
| Continue the school wide Super Sentences and VCOP programs with a writing mentor working with all staff across the year. | | Ongoing | Jayne Hoffman, Sarah Walton |
| Establish writing clubs for students who are working above year level expectation. | | Ongoing | Sarah Walton |
| Strategy: | Enhance teacher confidence and competence in the teaching of writing. | | |
| Actions | | Timeline | Responsible Officer(s) |
| Provide Professional development for all staff with VCOP and Super Sentences. | | Ongoing | Deputy Principal, HOD |
| Provide teachers with the opportunity to "Watch Others Work" (WOW time) via a timetable that is formulated as a result of Performance Development conversations with the Principal. | | Ongoing | Mark Johnstone |





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2021 Annual Implementation Plan

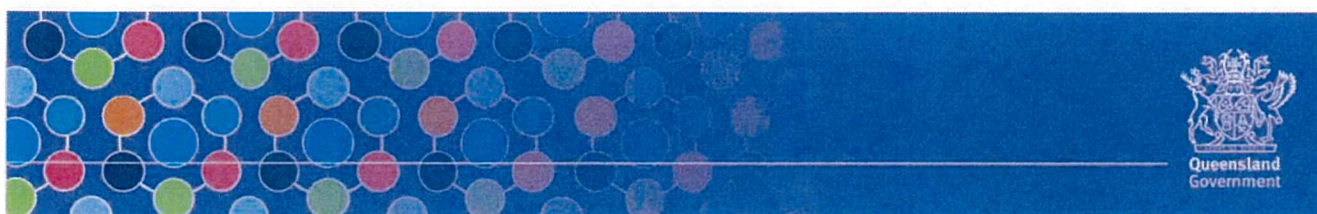
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 Year 3 and 5 writing improvements in NAPLAN U2B and Mean Scale Score.
 An established and systematic curriculum delivery in enacted at Pallara State School.

Strategy: Refine consistent school-wide pedagogical practices for reading to cater for the range of diverse learners.

| Actions | Timeline | Responsible Officer(s) |
|---|----------|---|
| Consistent collection of reading data which is used to cater for individual student needs. | Ongoing | Deputy Principal, HOD |
| Investigate the science of reading and consequent use of decodable readers to support student reading and comprehension from Prep - Year 2. | Ongoing | Jayne Hoffman |
| Conduct data conversations with all teachers, focussed on the next steps for teaching and learning. | Ongoing | Deputy Principal |
| Use online platforms to enhance student differentiation and maximise learning efficiency. | Ongoing | Principal, Deputy Principal, HOD, HOSES, Year Coordinator |





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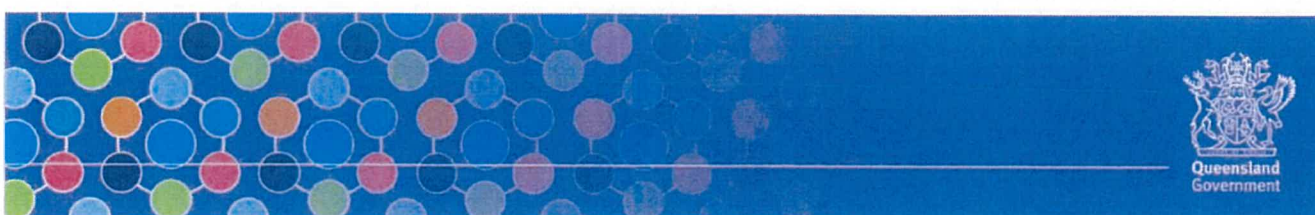
2021 Annual Implementation Plan

Improvement Priority 2. Furthering a High Performing School Culture

Targets

All staff actively engaged in the APR process.
 The continued development of existing and new staff members' ICT skills, to further advance the BYOD program for students at Pallara State School.
 Provide mentoring and peer coaching opportunities for staff to develop skills necessary in providing the best possible, quality education they can for students.
 Student Code of Conduct to replace RBPS.

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| Strategy: | Revise school-wide processes and operations. | | |
| Actions | | Timeline | Responsible Officer(s) |
| LCC meetings each term to deal with review of practices. | | Ongoing | Principal |
| Conduct curriculum and team meetings twice each term. | | Ongoing | Deputy Principal, Year Coordinator |
| Conduct surveys for wellbeing/morale and compile strategies and actions for implementation. | | Term 1 | Mark Johnstone |
| Facilitate professional development for staff on the new Student Code of Conduct policy. | | Ongoing | Natalie Trew |
| Revise the Beginning Mentor Teacher school based program/policy. | | Term 1 | Principal, Deputy Principal |
| Strategy: | Maintain consistency of practice with Numeracy and Problem Solving Toolkit strategies (PST). | | |
| Actions | | Timeline | Responsible Officer(s) |
| Deputy Principal to work with staff in term planning sessions to ensure the factoring in of toolkit strategies for students across the school. | | Ongoing | Deputy Principal |
| Differentiate the professional development approach to the mentoring/coaching of the Problem Solving Toolkit strategies so that teachers needs are met through the provision of WOW time. | | Ongoing | Principal, Deputy Principal, HOD, HOSES, Year Coordinator |
| Develop and trial the use of a lesson resource bank to address numeracy misconceptions which are aligned to year level curriculum plans. | | Ongoing | Deputy Principal, HOD |





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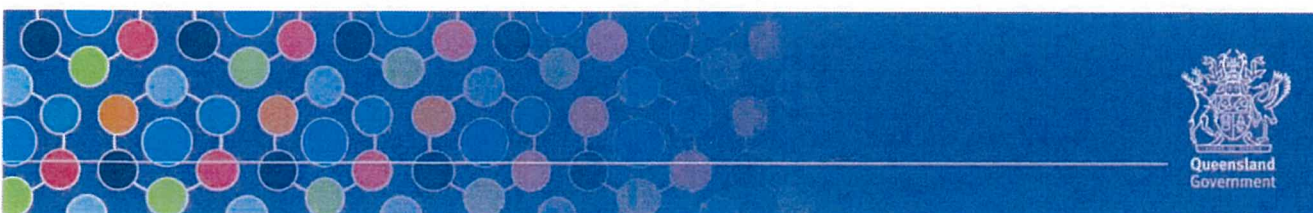
2021 Annual Implementation Plan

Improvement Priority 3. Enhancing Collaborative Empowerment

Targets

Continue to maintain the community feel of a small school as Pallara State School grows.
Active and trained year level coordinators.
A class parent representative for each class.
Clearly defined roles and responsibilities for members of the administration team.

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| Strategy: | Evaluate Opportunities to enhance teacher collective efficacy. | | |
| Actions | | Timeline | Responsible Officer(s) |
| Ensure that each year level has a Year level coordinator who is elected by the year level teachers. | | Term 1 | Principal, Deputy Principal |
| Ensure that each year level has representation on the Literacy, Numeracy, Science and Health & wellbeing/WPH&S committees so that all staff ideas and opinions are represented equally. | | Ongoing | Principal, Deputy Principal, HOD, HOSES, Year Coordinator |
| Strategy: | Develop community partnerships to enhance student learning. | | |
| Actions | | Timeline | Responsible Officer(s) |
| Organise class parent representatives for each class and meet in weeks 1 and 5 of each term for consultative purposes. | | Ongoing | Principal, Deputy Principal |
| Regular check ins with the P&C executive. | | Ongoing | Principal, Deputy Principal |
| Create volunteer induction video with sign off sheet attached on website to enable easier access for parents onsite. | | Ongoing | Principal, Deputy Principal |
| Strategy: | Review school structures and roles to ensure maximum efficiency. | | |
| Actions | | Timeline | Responsible Officer(s) |
| Revise and redistribute the roles and portfolios for members of the administration team. | | Ongoing | Principal, Deputy Principal |
| Follow the school 4 step consultation policy for changes to school processes. | | Ongoing | Principal |
| Strategy: | Refine transition process with local feeder schools and kindergartens. | | |
| Actions | | Timeline | Responsible Officer(s) |
| Maintain connections and regular meetings with the three feeder day care centres in Pallara, Heathwood and Doolandella. | | Ongoing | Principal, Deputy Principal |
| Ensure teachers have access to transition statements from all day care centres. | | Term 1 | Principal, Deputy Principal |
| Continue to refine the transition to school processes, including; information sessions, orientation days, interviews and the provision of resources. | | Ongoing | Zan Branford |





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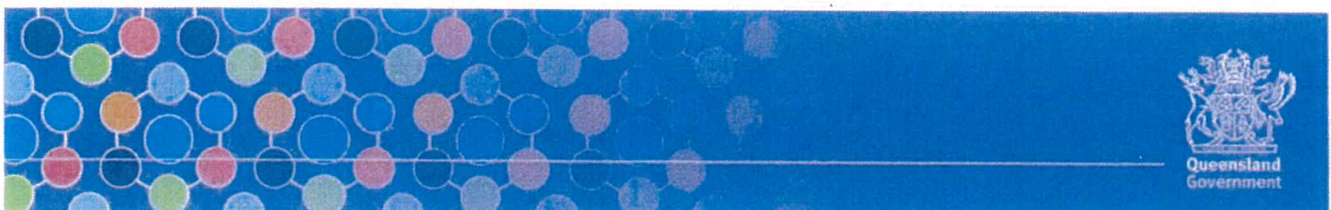
Pallara State School 2021 Annual Implementation Plan

Endorsement

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

Principal

P and C / School Council



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