

Pallara State School [2025] ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Collaboratively develop and implement an evidence-informed approach to the teaching of reading to establish consistent metalanguage and practices across the school.</p>	<p>Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> • Increase proportion of students achieving C and above in English (P-6). • Increase proportion of students achieving A or B in English (P-6). • 80% of eligible students achieving in the desired Green and Blue goal range for DIBELS reading data, reducing the number of students who require intervention to achieve age appropriate reading benchmarks. • Increase in staff knowledge of evidence based teaching strategies – Guided Reading review data. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> - Quality reading groups taking place in all classrooms as evidenced through Administration Team walk throughs. - 100% of classes assessing student reading levels using the DIBELS assessment program. - Progress maps indicating that 95% of students from Years 1-6 are positively engaged in reading/English.
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> - Procure appropriate resources to support the agreed strategies and ways of working with the teaching of reading. - Develop a consistent schoolwide approach to the teaching of reading. 							
<p>Actions:</p> <ul style="list-style-type: none"> - Provide Professional Development on the DIBELS program and assessment protocols during staff meetings. - Provide a differentiated coaching/mentoring/intervention program to upskill teaching staff with DIBELS implementation according to their needs. - Provide opportunities for staff to Watch Others Work (WOW) for peer mentoring to take place with the teaching of reading. - Provide Professional Development on researched based best practice of reading instruction through Structured Literacy Sessions (SLS). 		<p>Responsible officer(s): All classified Officers</p>	<p>Resources:</p> <ul style="list-style-type: none"> - Dibels testing booklets - Progress Maps - Staff meeting time 				
<p>School priority 2: Further develop teacher understanding of how to cater for EAL/D learners.</p>	<p>Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> • Students demonstrate greater levels of confidence, engagement, independence and resilience. • High quality, consistent implementation of Australian Curriculum visible & embedded in all classrooms & clearly articulated by students, teachers, and school leaders. • Teachers and support staff, comfortable with a range of strategies to implement for EAL/D learners 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> - Teachers able to articulate the strategies they incorporate for EAL/D learners and their differentiation. - 100% of EAL/D learners achieving Year Level expectations.
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> - Provide professional development to enhance staff understanding of best practice to teach EAL/D learners. - Develop procedures during planning days to account for EAL/D learners needs. 							
<p>Actions:</p> <ul style="list-style-type: none"> - Dedicate Professional Development time during staff meetings for teachers to build effective strategies for EAL/D pedagogical practices. - Engage outside organisations to work with teachers in a differentiated way to cater for professional development needs. - Allow time during planning days to discuss strategies for EAL/D differentiation - Use progress maps in term 1 and 3 to discuss EAL/D learners during Year Level conversations and Deputy/Teacher 1:1 conversations. - Monitor EAL/D student levels of SAE proficiency using Bandscales State Schools (Queensland). 		<p>Responsible officer(s): All classified officers</p>	<p>Resources:</p> <ul style="list-style-type: none"> - Regional EAL/D support - In School EAL/D support - Milperra State High School 				
<p>School priority 3: Strengthen processes, including external moderation and collation of evidence, ensuring accuracy and collaborative decision-making to quality assure implementation of NCCD guidelines.</p>	<p>Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> - All teaching staff to have a shared understanding of NCCD levels of adjustment and broad categories of disability - Establish local school connections for rigorous and authentic moderation of NCCD - Teaching staff to have shared ownership over NCCD decisions by annual census date 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> - All teaching staff involved in NCCD processes for students in their class. - Appropriate differentiation taking place to account for needs of students as outlined from data collection processes.
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> - Develop a shared staff understanding of NCCD guidelines and processes and their role in meeting the obligations under the DDA and the standards. - Establish evidence collection and storage processes for supporting students with disability. - Ensure that staff are consulted with and collaboration occurs with decision making relating to the recording of NCCD. - Establish connections with cluster schools for moderation of NCCD evidence and adjustments. 							
<p>Actions:</p> <ul style="list-style-type: none"> - Inclusion staff to work with class teachers to audit and record differentiation strategies implemented. - School staff collaborate and participate in moderation to align assessment and data collection processes. - Consult with Teaching staff to establish an understanding of policy/guidelines in order to consistently implement agreed processes. - School teams collaborate to determine what adjustments students need in consultation with parents/careers/guardians. - Responsible officers record evidence of adjustments students receive to access the intended curriculum. 		<p>Responsible officer(s): All classified officers, Teaching staff and Teacher Aides</p>	<p>Resources:</p> <ul style="list-style-type: none"> - Inclusion staff assigned to each year level. 				
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>							
Principal	P&C/School Council	School Supervisor					