PIALBA STATE SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

School priority 1:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Improve English curriculum, teaching and learning by implementing focused and systematic moderation processes in alignment with Australian Curriculum Version 9	**Term 1**	**Term 2**	**Term 3**	**Term 4**		

	Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Success Criteria: **Leaders are:** • Facilitating and leading collaborative moderation processes (M1-M4) to ensure curriculum consistency and rigor aligned with the Australian Curriculum Version 9. • Engaging in regular learning walks and talks to enhance teacher collaboration, strengthen capability through the Teaching Expertise Model, and ensure effective use of learning walls. • Monitoring differentiation, focussed and intensive interventions • Utilising CASW process to collaboratively monitor marker student progress **Teachers are:** • Actively participating in all stages of the moderation cycle (M1-M4) to deepen their collective understanding of the Australian Curriculum Version 9. • Working collaboratively to develop pedagogical capabilities that enhance curriculum delivery and improve student learning outcomes. • Engage in coaching and feedback through the Collaborative Capability Development (CCD) process to improve classroom practice • Utilising CASW process to collaboratively monitor marker student progress, aligned to Guide to Making Judgement (GTMJ) **Students are:** • Becoming assessment literate and effectively utilising learning walls to guide their learning. • Responding constructively to teacher feedback aligned with the GTMJ to improve their outcomes • Taking ownership of their learning by setting personal goals, reflecting on progress, and actively engaging in strategies to achieve success.	• Measure the impact of current approaches in curriculum planning and moderating to maximise their effectiveness and impact on student learning outcomes. – Domain 6 • Broaden the capability of teachers in planning and moderation to ensure wide-ranging curriculum expertise is developed beyond the HOD-C. – Domain 6 • Implement processes for the range of leaders to participate in moderation and observations of learning in classrooms to ensure systematic curriculum delivery supports students to realise their potential – Domain 6	**English Achievement** P-2 - 91% A-C; 55% A-B 3-6 - 92% A-C; 50% A-B **P-6 - 91% A-C** **P-6 - 52% A/B**

Actions:	Responsible officer(s):	Resources:
• Leaders and teachers will engage in fortnightly PLC meetings to collaboratively strengthen their knowledge of the Australian Curriculum Version 9 and share best practices for inclusive and engaging teaching. • Teachers will collaboratively design and deliver lessons aligned to the Australian Curriculum Version 9, focusing on key pedagogical capabilities such as explicit instruction, feedback, differentiation, focussed and intensive teaching interventions and the gradual release of responsibility to enhance student outcomes in English. • Move staff meetings to classrooms to foster collaboration and promote shared ownership of strategies, enhancing teaching practices and student outcomes. • Leaders and teachers will actively participate in all phases of the moderation processes (M1-M4), working together to ensure consistent curriculum implementation and equitable learning outcomes. • Leaders will maintain a clear line of sight on teaching and learning by conducting regular learning walks, providing collaborative feedback, and analysing student progress data to guide inclusive practices and support engagement.	Principal, Deputy, HoD-C, HoSES, Classroom teachers	• School funding HOD-C role for curriculum expertise, leadership, and implementation • Funding TRS for pre-moderation • Purchasing of resources to support curriculum, teaching and learning • Planned classroom roster for staff meeting learning wall shares • Timetable specialist support staff to optimise English instruction and CASW meetings • Timetable additional NCT for fortnightly CASW meetings • Assistance with resourcing for data walls – including boards, resources, and consumables • Data wall maintenance • Ensuring sufficient resourcing to support units of work

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School priority 2:	Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Strengthen Tier 1 PBL practices to ensure a relentless focus on high expectations, improving learning engagement by refining universal behaviour support strategies, ensuring consistent and effective implementation across all classrooms informed by systematic analysis of data	• Use data sets associated with PBL and the Tiered Fidelity Inventory (TFI) tool to identify aspects of Tier 1 universal strategies that require collaborative review, refinement and consistent implementation – Domain 3	100% teachers have an active CCD plan Improve percentage of tier one students from 67% to 80% 100% implementation of tier one practices in SET

Success Criteria:

Leaders are:
- Facilitating professional learning and coaching to ensure consistent and effective implementation of Tier 1 PBL strategies across all classrooms.
- Leading data-informed decision-making processes to refine universal behaviour support strategies and enhance student engagement.
- Ensuring the implementation of the explicit teaching of school-wide expectations through the consistent delivery of a weekly PBL-focused lesson.

Teachers are:
- Embedding Tier 1 PBL practices into daily routines and classroom instruction to create a positive, predictable, and engaging learning environment.
- Using student behaviour and engagement data to refine strategies and ensure consistent application of high expectations.
- Explicitly teaching, modeling, and reinforcing school-wide expectations to support student self-regulation and responsibility, including the weekly PBL focused lesson.
- Teachers differentiate practices to meet student need

Students are:
- Understanding and demonstrating school-wide behaviour expectations to create a positive learning culture.
- Engaging in self-monitoring and reflection to take ownership of their behaviour and learning.
- Actively participating in classroom routines and strategies that promote a safe, respectful, and inclusive learning environment.

Actions:	Responsible officer(s):	Resources:
• Establish a PBL Committee to lead the implementation of Tier 1 PBL practices, build staff capability, identify key behavioural trends, and drive a consistent, data-informed approach to behaviour support • Teachers will explicitly teach and model school-wide behaviour expectations using a consistent language of learning and reinforcement strategies to promote a positive and engaging classroom environment • Leaders and teachers will regularly analyse student behaviour and engagement data to identify trends, monitor progress, and adjust support strategies to maintain high expectations and maximise student learning	Principal, Deputy, HoD-C, HoSES, Classroom teachers, PBL team .	• PBL teacher to support the implementation and ongoing monitoring of PBL systems • Professional learning plan detailing PBL PD for staff • Financial investment to ensure effective PBL operations, resourcing, and implementation.

Approvals

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

Matt Winter

| Principal | 25/02/2025 | P&C/School Council | School Supervisor |