



Bray Park State School 2024 ANNUAL IMPLEMENTATION PLAN

Pedagogy Growth Precision



School priority 1		Implementation of highly effective pedagogical practices across the school, so that every student is engaged, challenged and successful in their learning	School priority 2		An environment of high expectations for student learning, levels of engagement and wellbeing, through differentiated teaching practices that appropriately engage challenge and extend all learners.		
Link to school review improvement strategy		<i>Collaboratively review and refine the pedagogical framework to build <u>clarity and consistency</u> in the use of <u>agreed high yield teaching practices</u> across the school</i>	Link to school review improvement strategy		<i>Build staff member understanding of and expertise in the implementation of differentiation strategies for the full range of students</i>		
Strategy		<ul style="list-style-type: none"> Strategic implementation of teaching models (IMPACT, Walker Learning) to engage and inspire learners Build the confidence and capabilities in our staff in Digital innovation in teaching and learning 	Strategy		Drive high expectations for all students as successful learners, by embracing and celebrating diversity, developing and implementing strategies that are accessible and inclusive of all learners.		
Actions			Actions				
<ul style="list-style-type: none"> Introduce IMPACT model across Semester 1 in staff meetings, year level and CASW meetings (Ped Coach). Engage teachers, in planning and CASW, in pedagogical strategies appropriate to the content and learners (HOD-C, Ped Coach). In Learning Walks and Talks, engage students in discussion of the types of learning activities they experience in class (School Leaders). Establish planning days for P-2 teachers, each term, to plan Walker Learning Investigations and clarify links to curriculum units (Ped Coach). Engage teachers in INSIGHT coaching sessions and development of Annual Performance Plans with goals around pedagogy (Line Managers). Establish <i>Digital Teaching and Learning Working Party</i> to support staff (HOD-C). Develop digital teaching and learning goals and actions to build staff confidence and capability (HOD-C). Identify staff (early adopters) to explore the potential to use existing and emerging digital tools and resources (HOD-C). 			<ul style="list-style-type: none"> Collaboratively plan with students, parents and external agency staff to co-design and enact successful transitions (HOSS). Systematically review data and identify learning progressions including differentiation strategies for students (HOD-C). Develop processes for staff and year level teams to analyse collected data to inform teaching and learning (DP). Support staff to embed Aboriginal and Torres Strait Islander perspectives to empower Aboriginal and Torres Strait Islander students to achieve excellence in their learning (P, HOD-C). Develop and implement models of working together between class teachers and support teachers that include a range of models of support, tailored to class and student needs, collaboratively develop and implement adjustments for students (HOSS). Collaboratively develop and implement tailored case-managed plans for students identified as vulnerable or at risk to access integrated support within and beyond the school (DP, HOSS). 				
	Measurable outcomes	Success criteria	Monitoring		Measurable outcomes	Success criteria	Monitoring
Semester 1	English Achievement P-2 - 90% A-C; 60% A-B 3-6 - 90% A-C; 50% A-B	Behaviourally: Students will: <ul style="list-style-type: none"> demonstrate greater engagement in their learning due to 'inspire'; become familiar with digital platforms within their learning activities. Teachers will: <ul style="list-style-type: none"> share and discuss examples of IMPACT in their teaching practices (P-6); align Walker Learning investigations to achievement standards of the AC; begin to utilise digital platforms such as Seesaw within their teaching and learning activities Leadership team will: <ul style="list-style-type: none"> provide opportunities for staff to bring together past practices and new learning in reflection of pedagogical practices in alignment to the IMPACT framework; establish a Digital Technology Working Party and identify strategies to support staff to utilise digital tools. 		Semester 1	English Achievement ATSI P-2-90% A-C;60% A-B ATSI 3-6- 90% A-C; 50% A-B SWD P-2- 65% A-C;35% A-B SWD 3-6- 85% A-C;30% A-B SDA <20	Behaviourally: Students will: <ul style="list-style-type: none"> demonstrate what they know and can do, in a variety of modes, via adjustments made to mode and delivery of assessment; access learning in the Moongalba Room as a learning place. Teachers will: <ul style="list-style-type: none"> know and describe the range of learners in their class, in terms of cultural background, interests, abilities, learning styles; identify individual adjustments, implement, review and feedback to parents; access and utilise the Moongalba Room as a learning place with their class. Leadership team can/will: <ul style="list-style-type: none"> identify key dates as opportunities for embedding perspectives and promote learning activities for teachers; analyse existing range of support services available and develop cohesion in school processes, so that there is clarity amongst school staff in response to students' needs. 	
Semester 2	English Achievement P-2-90% A-C;60% A-B 3-6 - 90% A-C; 50% A-B	Behaviourally: Students will: <ul style="list-style-type: none"> have the time and opportunities to 'transform' their learning in subject areas; collaboratively work with peers to showcase their understanding/learning through various digital tools. Teachers will: <ul style="list-style-type: none"> describe intentionally selected pedagogical approaches using the IMPACT model; collaboratively share a range of ways showcasing student learning in digital platforms. Leadership team will: <ul style="list-style-type: none"> clearly articulate expectations and support the implementation of the IMPACT model; provide opportunities for key teachers to build their digital capability so that they can share their experience with staff. 		Semester 2	English Achievement ATSI P-2-90% A-C; 60% A-B ATSI 3-6 90% A-C;50%A-B SWD P-2 - 65% A-C; 35% A-B SWD 3-6 - 85% A-C; 30% A-B SDA <40	Behaviourally: Students will: <ul style="list-style-type: none"> Articulate indigenous perspectives that they have learnt about in the curriculum Teachers will: <ul style="list-style-type: none"> Embed Indigenous perspectives within the curriculum of their classroom; Forge relationship with local ECECs, networks and schools to develop and implement a range of transition activities. Leadership team will: <ul style="list-style-type: none"> Promote opportunities for staff to network with local ECECs, networks and schools; Identify learning opportunities for each year level, within the curriculum, for embedding perspectives. 	

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

Principal *Michael Hays*

P&C *C/ Foxe*

School Supervisor *Quar R. J. Hume*