



Grovelly State School

2021 Annual Implementation Plan

Improvement Priority 1. EVERY STUDENT MATTERS

Targets

Reduction of behaviour data and school disciplinary absences
 Increase in attendance through engagement by design
 Learners achieve at expected year level or above or show progress through whole school assessment measures.
 Evidence of adjustments in planning each term.

Strategy: Continued implementation and review of the Whole School Assessment Schedule to collect, collate and respond to the relevant data that reflects student growth and achievement.

Actions	Timeline	Responsible Officer(s)
Continue to embed Whole school data plan and Professional Learning plan incorporating staff data literacy skills, response to data for outcomes for learners.	Term 1	David Covington, Leanne Duncan, Jill King, Sue Mclvor
Finalise the response to data and referral process in the cycle of support process.	Ongoing	Jill King
Establish a Learner Improvement Team (LIT) to ensure processes are embedded and responsive.	Term 1	Leanne Duncan, Jill King, Sue Mclvor

Strategy: Develop and embed consistent learner characteristics (communicators, collaborators, thinkers, self-managers) and implementation plan to support the social and emotional capabilities in the Australian Curriculum.

Actions	Timeline	Responsible Officer(s)
Investigate and develop a consistent structure to support the delivery of the learner assets and dispositions.	Ongoing	David Covington, Sue Mclvor
Define the thinker learner asset through a curriculum lens to develop creative and critical thinking to support curiosity.	Ongoing	David Covington, Leanne Duncan

Strategy: Implement and review a whole school model utilising data informed conversations, a case management approach and targeted use of resources (human and material)

Actions	Timeline	Responsible Officer(s)
Embed consistent processes in regards to targeted use of resources informed by data conversations and case management.	Term 1	Leanne Duncan, Jill King, Sue Mclvor
Re-invigorate the reading wall to inform resourcing and case management.	Term 1	David Covington, Leanne Duncan, Jill King, Sue Mclvor





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Improvement Priority 2. LIFELONG CURIOUS LEARNERS THROUGH QUALITY TEACHING

Targets

Evidence gathered from Learning Walks to support evidence of our pedagogical framework
Embed Before, after, after end moderation processes across a 12 month cycle

Strategy: Implement and embed a whole school pedagogical framework to reflect both pathways of instruction.

Actions	Timeline	Responsible Officer(s)
Embed the whole school pedagogical framework consistently across both pathways of learning.	Ongoing	David Covington, Leanne Duncan, Jill King, Sue Mclvor
Develop a culture of creative and curious thinking beginning with provocations and visible thinking routines.	Ongoing	David Covington
Use Montessori cycle ways of working to embed Montessori philosophy consistently.	Ongoing	David Covington, Leanne Duncan, Sue Mclvor

Strategy: Strengthen internal and external moderation processes to enable teachers to deepen their understanding of the Australian Curriculum standards and focus on areas for improvement.

Actions	Timeline	Responsible Officer(s)
Strengthen internal moderation processes through before, after, after end moderation processes embedded into current processes.	Ongoing	David Covington, Leanne Duncan
Explore external moderation processes with the school of distance education.	Ongoing	David Covington

Improvement Priority 3. WE WORK IN COLLABORATIVE COMMUNITIES

Targets

Evidence of formative assessment practices being embedded in classrooms.
Strengthen and document transitions processes
SOS evidence of increased professional learning
triangulation of data from PAT, A-E and Naplan to show increase in student outcomes

Strategy: Continue to build on collaborative teams with embedded high expectation and authentic relationships within teams, across teams, students and the community.

Actions	Timeline	Responsible Officer(s)
Establish intentional collaboration teams around professional collective accountability and consistency of practice.	Term 1	David Covington, Leanne Duncan, Jill King, Sue Mclvor
Monitor the link from learning to practice through the cycle of inquiry.	Ongoing	David Covington, Leanne Duncan, Jill King, Sue Mclvor





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Targets

Evidence of formative assessment practices being embedded in classrooms.
 Strengthen and document transitions processes
 SOS evidence of increased professional learning
 triangulation of data from PAT, A-E and Naplan to show increase in student outcomes

Strategy: Develop a whole school professional learning plan inclusive of PDP's , whole staff and team learning to reflect both pathways , and the use of progress and achievement data and individual needs of staff to cater and provide access for learning to all students.

Actions	Timeline	Responsible Officer(s)
Establish purpose and way of working for the intentional collaboration teams.	Term 1	David Covington, Leanne Duncan, Jill King, Sue Mclvor
Incorporate the collegial engagement framework into the professional learning plan.	Ongoing	David Covington, Leanne Duncan

Strategy: Refine the transition programs that are in place for high school and pre-prep and review bi-annually.

Actions	Timeline	Responsible Officer(s)
Continue to review and refine transition processes across local high schools.	Term 1	Leanne Duncan, Sue Mclvor
Document processes for pre-prep, transition to high school, and Montessori pathway for use with all stakeholders.	Term 1	Leanne Duncan, Sue Mclvor

Strategy: Identify and utilise potential community partners aligned with student achievement and wellbeing,

Actions	Timeline	Responsible Officer(s)
Establish a wellbeing framework for students and staff.	Ongoing	Leanne Duncan, Sue Mclvor
Explore a partnership to continue mentoring within our Montessori pathway.	Ongoing	Leanne Duncan
Establish relationships with University of Queensland, starting with Cam Brooks around embedding formative assessment practices.	Ongoing	David Covington, Leanne Duncan
Strengthen the pre-prep centres relationships and transitions.	Ongoing	Leanne Duncan, Jill King, Sue Mclvor





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Improvement Priority 4. MUTUAL RESPECT IS EXPECTED

Targets

100% staff inducted and requirements on one school.
A community engagement framework established

Strategy: Develop a parent and community engagement framework that documents current partnerships and provides detailed interaction and targets with stakeholders that contribute to improving student achievement, wellbeing and social learning.

Actions	Timeline	Responsible Officer(s)
Develop a community engagement framework.	Ongoing	Leanne Duncan, Sue Mclvor

Strategy: Establish a workplace health, safety and wellbeing framework.

Actions	Timeline	Responsible Officer(s)
Refine the Workplace health and safety process.	Ongoing	Leanne Duncan, Di Lowe, Sue Mclvor

Strategy: Continue to refine the workforce plan to retain staff in a multiage setting and Montessori pathway.

Actions	Timeline	Responsible Officer(s)
Strengthen induction processes.	Term 1	Leanne Duncan, Sue Mclvor

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

