



Grovely State School

2022 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Empowered Learners

Long-term targets/desired outcomes

- Move P-Yr 6 C and above target from 86% English and Maths 88% to 98% in both areas.
- Lift whole school attendance from 89% to 95%.
- SOS survey indicator - I am interested in my school work - 82% Students to increase to consistency of perception from staff and parents at 95%.
- SOS indicator - My school work challenges me to think 92% increased to 98%

AIP targets/desired outcomes

- Move P-Yr 6 C and above target from 86% English and Maths 88% to 98% in both areas.
- Lift whole attendance from 89% to 91%.
- SOS survey indicator - I am interested in my school work - 82% Students to increase to consistency of perception from staff and parents at 86%.
- SOS indicator - My school work challenges me to think 92% increased to 94%
- All staff and learners use the Grovely Learner Assets language and expectations. Evidence in reflections across each term.
- Increase participation in Watching Others Work cycles.

School Strategic Plan Strategy:	Embed dispositions.	
Actions		Responsible Officer(s)
Continue to unpack all of the dispositions to build consistent expectations and teaching across all staff.		Deputy Principal
School Strategic Plan Strategy:	Embed learner assets to support learning of the curriculum.	
Actions		Responsible Officer(s)
Revisit consistency of understanding of the use and implementation of split screens.		Principal, Deputy Principal, HOC
Watching Others Work across intentional collaboration teams using split screens and incorporating the Learner Assets and dispositions within learning.		Principal, HOC, HOSES
School Strategic Plan Strategy:	Fostering curiosity and lifelong learning through critical and creative thinking.	
Actions		Responsible Officer(s)
Investigate critical and creative thinking general capability.		HOC
Link Cognitive verbs to the Critical and Creative General Capability.		HOC
School Strategic Plan Strategy:	Develop teacher understanding and skills in literacy and numeracy using the continua's.	
Actions		Responsible Officer(s)





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Begin using the Literacy Continua with Team One planning team.
Build on knowledge of formative practices to inform teaching.
Begin with phonics.

HOC,
HOSES

School Strategic Plan Strategy: Develop learning agency.

Actions

Develop an understanding of Learner Agency.

Responsible Officer(s)

Principal,
Deputy Principal,
HOC,
HOSES

School Strategic Plan - 2. Authentic Learner Voice

Long-term targets/desired outcomes

- SOS indicator - My school takes my opinion seriously (students) 88% to 98%.
- SOS indicator - Student behaviour is well managed at my school (students) 70% increase to 95%

AIP targets/desired outcomes

- SOS indicator - My school takes my opinion seriously (students) 88% to 92%.
- Reduce numbers of behaviour incidents.
- Increase in proactive behaviour strategies used with behaviour incidents.

School Strategic Plan Strategy: Continue to develop and build authentic reciprocal relationships.

Actions

Define respectful relationships. Staff to learners

Begin to implement Restorative practices within classrooms.

Unpacking healthy relationships between peers.

Responsible Officer(s)

Deputy Principal,
HOSES

Deputy Principal,
HOSES

Principal,
Deputy Principal,
HOSES

School Strategic Plan Strategy: Restorative Practices

Actions

Responsible Officer(s)

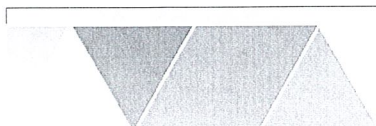
School Strategic Plan - 4. Personalised Learning

Long-term targets/desired outcomes

- Move P-Yr 6 C and above target from 86% English and Maths 88% to 95% in both areas.

AIP targets/desired outcomes

- Move P-Yr 6 C and above target from 86% English and Maths 88% to 95% in both areas.



**Queensland
Government**



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School Strategic Plan Strategy:	Consistency of agreed practices and processes to support, monitor and review progress and achievement	
Actions		Responsible Officer(s)
Review and update the response to data process.		Principal, HOSES
Review and update ICP and PLP processes.		HOC, HOSES
Implement consistent processes to pre and post intervention data and group selection for literacy intervention.		HOSES
School Strategic Plan Strategy:	Use planning cycles, formative assessment and moderation to inform all learners access to quality curriculum delivery.	
Actions		Responsible Officer(s)

School Strategic Plan - 5. Inquiry Lead Practice

Long-term targets/desired outcomes
<ul style="list-style-type: none"> Alignment of Australian maths curriculum to teacher designed assessment task with marking guides. Review and reflection from staff in relation to implementation of inquiry led practices.
AIP targets/desired outcomes
<ul style="list-style-type: none"> Move P-Yr 6 C and above target from 86% English and Maths 88% to 98% in both areas.

School Strategic Plan Strategy:	Continue alignment of curriculum, assessment and pedagogy.	
Actions		Responsible Officer(s)
Continue alignment process for a focus on Australian Curriculum Mathematics.		HOC
School Strategic Plan Strategy:	Develop whole school approach to Inquiry teaching and learning (Monte and Main).	
Actions		Responsible Officer(s)
Define pallet of strategies for agreed inquiry practices.		Principal, Deputy Principal, HOC
School Strategic Plan Strategy:	Creating a whole school ethos identified in Montessori and Mainstream pathways.	
Actions		Responsible Officer(s)
Create clear connections to Montessori practices.		David Covington

School Strategic Plan - 6. Capacity Building

Long-term targets/desired outcomes





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- Continue to increase staff ability to respond to data that informs teaching and learning.
- Embed coaching, mentoring and co-teaching practices and measure the growth of staff seeking this form of feedback.
- School based survey to establish and measure staff capabilities in the use of technology to enhance learning and engagement.

AIP targets/desired outcomes

- Move P-Yr 6 C and above target from 86% English and Maths 88% to 98% in both areas.

School Strategic Plan Strategy:	Continue to develop data and digital literacy skills of teachers.	
Actions	Responsible Officer(s)	
Continue Data Conversations each term with members of the leadership team and Principal.	Principal, Deputy Principal, HOC, HOSES	
School Strategic Plan Strategy:	Continue to cultivate a collegial community culture through collaboration.	
Actions	Responsible Officer(s)	
Enacting the professional learning plan.	Principal, Deputy Principal, HOC, HOSES	
Continue to engage current research practices, utilising the expertise of Kath Murdoch and Trevor MacKenzie.	Principal, HOC	
School Strategic Plan Strategy:	Develop a framework and processes for co-teaching	
Actions	Responsible Officer(s)	
Define and unpack the process of co-teaching using current research.	Principal, Deputy Principal, HOC, HOSES	
Develop a co-teaching framework for Grovely State School.	Principal, HOSES	
Implementing co-teaching practices within some classroom contexts.	HOSES	

School Strategic Plan - 7. Social and Emotional Wellbeing

Long-term targets/desired outcomes

- SOS indicator - my teachers are interested in my wellbeing 89% increase to similar to parent perception at 97%
- SOS indicator - I feel safe at my school 87% to 100%
- Decrease of 10% of major behaviour incidents recorded on Oneschool.

School Strategic Plan Strategy:	Continue to refine and enhance the Culture that Promotes learning.
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Actions	Responsible Officer(s)

School Strategic Plan - 8. Sense of Belonging

Long-term targets/desired outcomes

- SOS indicator - I feel accepted by other students at my school 71% to 100%
- SOS indicator - my school encourages students to respect each other 91% to 100%

AIP targets/desired outcomes

- SOS indicator - I feel accepted by other students at my school -71% to 80%
- SOS indicator - my school encourages students to respect each other 91% to 96%

School Strategic Plan Strategy:	Develop a general understanding of culture and ability
Actions	Responsible Officer(s)
Unpack and develop further understanding of cultures within our school. Use information to review and update calendar and events.	Deputy Principal, HOSES
Use the dispositions of empathy and compassion to develop culture of acceptance.	Principal, Deputy Principal, HOC, HOSES

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Tony Maksoud
Assistant Regional Director