



# Esk State School

## 2023 Annual Implementation Plan

### School Priorities

#### School Strategic Plan - 1. Intentional Collaboration

##### Long-term targets/desired outcomes

- 100% of teaching staff with individual coaching plans and APDPs.
- 100% of teachers engaging with intentional collaboration for planning accessing the suite of relevant school personnel.
- At least one new example of Esk State School intentionally collaborating with other schools each year for the duration of the plan.

##### AIP targets/desired outcomes

- 100% of teaching staff with individual coaching plans and APDPs.
- 100% of teachers intentionally collaborating for unit planning, moderation, and collegiate support and professional growth.
- At least one new example of Esk State School intentionally collaborating with other schools, each year for the duration of the plan.

<b>School Strategic Plan Strategy:</b>	Deepen the collaborative professionalism and expertise by intentional collaborative planning between Teachers, HOC, STLaN, SET, Principal and guest specialists to maximise learning opportunities, ensure alignment to the Australian Curriculum, support high yield pedagogies and foster innovation.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Provide Teachers with release time to participate with the Collegiate Engagement process.		Principal
Evidence the learnings regarding First Nations perspectives from the Australian's Together professional development into classroom pedagogy and unit planning.		Principal
Using "Teach Like A Champion" to determine additional high yield techniques that are suitable and sustainable for the 'Esk Eight' school wide implementation.		Roslyn Waldron
Maintain key pedagogies: Rapid Recalls for English and Maths, Reading Rotations and Maths Rotations.		Principal
Embed the use of PLD across the school.		Principal
Access PATAL to assist in the development of pedagogical capability.		Roslyn Waldron
Deepen moderation practices using vertical teams.		Roslyn Waldron
Alignment planners are written with fidelity in order to show full alignment process, and team reviewed.		Roslyn Waldron
<b>School Strategic Plan Strategy:</b>	Further build collaborative professionalism and expertise evidenced in teaching teams, through the deployment of teacher aides in classrooms using evidenced based strategies outlined in the Educational Endowment Foundations "Making the Best Use of Teaching Assistants - Summary".	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Targeted use of TAs to support small group rotations for English and Mathematics. I4S funded		Principal
Continue to develop capability of TAs through the flexible arrangement of TAs to classrooms and student support. I4S Funded		Principal





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<b>School Strategic Plan Strategy:</b>	Deepen the culture of collaborative learning developed by building staff's collective capacity, and energising knowledge together within a culture hallmarked by high levels of trust between individuals.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Engage with Dr Pete Stebbins High Performing Schools to implement processes to develop the High Capacity School Culture support systems. (I4S funded)		Roslyn Waldron
Implement an adjusted meeting cycle so that team meetings are enabled to provide moderation opportunities and time for school improvement priorities.		Principal
Implement adjusted meeting structures for team meetings so that meeting time is used efficiently and effectively.		Principal
Using 4 Dimensions approach to classroom observation, improve our green footprint by building on PBL practices.		Principal
Build the revised Respectful Relationships Program into the PBL lesson 2 year cycle.		Principal
<b>School Strategic Plan Strategy:</b>	Deepen the culture of meaningful collaboration between school and parents so that - through a case management approach - students, teachers and parents are able to access differentiated support tailored to student's specific needs and objectives, within an inclusive environment.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
All staff are to live out / enact the schools' inclusive education policy and processes, as evidenced through their interactions and relationships with community, and use of PBL practices.		Roslyn Waldron
Enact a team approach to interacting with parents and supporting students, with the support of the STLaN / SET / Principal.		Principal
Timely and diligent use of OneSchool for record keeping of significant interactions: student notes, personal learning tabs, behaviour records, parental contacts, etc.		Principal
Purchase additional Speech Language therapy time to identify children needing invention and support programs. I4S funded.		Principal
<b>School Strategic Plan Strategy:</b>	Continue to develop the culture of meaningful collaboration between the P&C and wider school community.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Provide parent information sessions that inform parents of the curriculum to be taught that year, the achievement standards, learning walls and marking guides		Principal
Actively facilitate the team approach to case management that includes active parental involvement .		Principal
Support the P&C in their community building and fundraising efforts.		Principal
Access the school chaplain to network between the school, community and student welfare.		Principal
Purchase additional BSM time to support the school community. (I4S funded)		Roslyn Waldron
<b>School Strategic Plan Strategy:</b>	Judiciously develop opportunities for intentional collaboration with different networks, including the schools in the Brisbane Valley Cluster.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Combine with the schools within the Brisbane Valley Cluster to work with Dr Pete Stebbin's High Performing Schools consultancy to roll out across the cluster "Building High Capacity School Culture".		Principal





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With the support of the Regional Behaviour Coach, open the school as a PBL demonstration school if application is endorsed.	Principal
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### School Strategic Plan - 2. Assessment Literate Learners

#### Long-term targets/desired outcomes

- 100% of classrooms with "Bump It Up Walls / Learning Walls"
- 100% of students with learning goals for English and Mathematics.
- 85% of students accessing Bump It Up Walls/ Learning Walls to improve assessment outcomes.
- 100% of teachers engaging with the lesson by lesson tracking of student achievement to inform future lessons.

#### AIP targets/desired outcomes

- 100% of classrooms with active learning walls (or folders) for a variety of subjects.
- 100% of students with learning goals for English and Maths that are updated regularly.
- 100% of teachers engaging with the lesson by lesson tracking of student achievement to inform future lessons.

<b>School Strategic Plan Strategy:</b>	Deepen student familiarity with 'Bump It Up Walls' / Learning Walls and A level exemplars for the major subjects, as key sources of assessment information for students to refer to.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Teachers actively refer to students to Learning walls, that include the use of A level exemplars to encourage and model improved assessment outcomes.	Principal
Provide feedback to students on marked worked by referring to bump it up walls and A level exemplars.	Roslyn Waldron
<b>School Strategic Plan Strategy:</b>	Further develop the use of lesson by lesson tracking of student achievement of lesson intent and success criteria.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Embed the use of lesson intent and success criteria. (Must be visible during lesson.)	Principal
<b>School Strategic Plan Strategy:</b>	Continue to build the culture of students developing and using targeted individual learning goals.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Literacy and numeracy continuums to be used to track student progress, and set goals.	Principal
Students are able to respond to the five questions for learning*. 1. What are you learning? Why? 2. How well are you doing? 3. How do you know? 4. How can you improve? 5. Where will you go for help?	Principal
<b>School Strategic Plan Strategy:</b>	Continue to provide further time and continued support for teachers' consistency of practice, for the deepening of assessment practices across the Australian Curriculum, and to enable precision pedagogy.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Build awareness of the incoming Australian Curriculum.	Principal
Boost return on data, through the implementation of Dr Pete Stebbin High Performing Teams strategies.	Principal





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Use of alignment planners with integrity to ensure the rigorous quality assessment aligned to the Achievement Standards.	Principal
<b>School Strategic Plan Strategy:</b>	Continue the use of data analysis to inform school wide and classroom based practices.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Implement the "Building High Capacity School Culture" pulse system to collect wellbeing data from staff and students.	Principal
Intentional referral to data sources to inform relevant decision making, inquiry cycles and action planning.	Principal
Preparation for the School Review	Roslyn Waldron

### 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.*

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 Principal

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 P and C / School Council

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 Assistant Regional Director


**Queensland  
Government**