



# SUNNYBANK STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



## School priority 1: Providing engaging curriculum and building staff expertise in agreed pedagogical approaches

Strategies:	Actions:	AIP Measurable Outcomes:	Responsible Officer(s):	Resources:
a. Develop agreed effective pedagogies	<ul style="list-style-type: none"> <li>Formalise agreed effective pedagogical strategies (explicit instruction, gradual release, evidence-based strategies for teaching reading, mathematical modelling process &amp; investigation processes for mathematics)</li> <li>Refine unit planning expectations to include recording of effective pedagogies in class unit plan</li> </ul>	<ul style="list-style-type: none"> <li>-Progress towards agreed pedagogical practices being enacted evident in all classrooms, as evidenced through APDP goal achievement and line of sight of leadership team</li> <li>-Class Unit Plans in one learning area to include recording of effective pedagogies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Kate Paynter (P)</li> <li>➤ Louise Lamont (DP)</li> <li>➤ Karen Knight (HOD:C)</li> <li>➤ Teaching and Learning Committee</li> <li>➤ Class &amp; Specialist Teachers</li> <li>➤ Inclusion Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Full time HOD:C role to support the implementation of the Australian Curriculum</li> <li>Provision of half an hour collaboration time 'off class' for each teacher per week (which will include the Inclusion teachers)</li> <li>Dedicated AC planning time</li> <li>Teaching and Learning team to have dedicated planning time 'off line'</li> <li>Curriculum Budget allocated to purchase new resources for AC roll out</li> <li>Professional Development budget aligned with priorities</li> <li>Provision of Book Club texts for staff</li> <li>Professional Development program specific to Year 3-6 teaching team (with HOD:C) with focus on pedagogical strategies</li> <li>Engagement of external provider to support outdoor learning approach (i.e., using the Sunnybank Sanctuary)</li> </ul>
b. Strengthen teacher capability and understanding of the AC	<ul style="list-style-type: none"> <li>Develop new &amp; innovative units of work aligned with Australian Curriculum V9 (in English &amp; Maths), contextualised to the diverse learning needs of Sunnybank SS learners</li> <li>Embed the work of the Teaching and Learning team to lead the development in writing innovative and creative teaching &amp; learning sequences within units of work (in English &amp; Maths)</li> <li>Explore connection of cross curricular priority of Aboriginal &amp; Torres Strait Islander histories and cultures within the Australian Curriculum (Maths &amp; English)</li> <li>Explore use of outdoor learning strategies within units of work</li> <li>Engage in professional development e.g. book study and online courses, that link to agreed priorities &amp; link this with APDP process</li> <li>Link WOWs across year levels with a focus on teaching to the Australian Curriculum Version 9</li> </ul>	<ul style="list-style-type: none"> <li>-New units of work aligned with Australian Curriculum V9 (in English &amp; Maths) developed</li> <li>-Units include cross curricula priority of Aboriginal &amp; Torres Strait Islander histories and cultures, through the use of texts in English</li> <li>-Units include outdoor learning focus</li> </ul>		
c. Refine the approach to observation and feedback	<ul style="list-style-type: none"> <li>Link WOWs to agreed effective pedagogical strategies (explicit instruction, gradual release, evidence-based strategies for teaching reading, mathematical modelling process &amp; investigation processes for mathematics)</li> <li>Refine instructional leadership practices eg classroom walkthrough model, through consultation regarding the model of collegial engagement (ie focus and intent of observations, timing &amp; frequency, feedback and follow up actions) to ensure alignment with agreed effective pedagogical strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Agreed observation and feedback model aligned to agreed pedagogical practices evident through line of sight of leadership team, classroom walkthroughs and feedback</li> </ul>		
d. Sharpen processes to moderate student work	<ul style="list-style-type: none"> <li>Embed 4 stages of moderation through collaboration time and year level planning</li> <li>Build staff capability for accuracy of judgements across English and Mathematics levels of achievement (LOAs) through moderation practices</li> <li>Use M4 process to collaboratively develop year level specific level of achievement targets</li> </ul>	<ul style="list-style-type: none"> <li>-LOAs are accurate, as determined through moderation practices</li> <li>-A-C level of achievement achieved by 85% of students, maintaining 12 months of growth (Year level targets)</li> <li>-50% of students achieving A/B in English in P-3 and 40% in 4-6 (Year level targets as recorded in the 2024 Data Plan)</li> </ul>		

## School priority 2: Building staff expertise in differentiation practices

Strategies:	Actions:	AIP Measurable Outcomes:	Responsible Officer(s):	Resources:
a. Strengthen teacher expertise in the use of differentiation practices	<ul style="list-style-type: none"> <li>Enact CARF requirement for recording of differentiation (in PLPs and unit planning)</li> <li>Implement new collaborative model of inclusion support aligning NCCD &amp; EAL/D support into 2 distinct teaching roles for supporting all diverse learners (P-2 &amp; 3-6)</li> <li>Realign the Student Support Team direction and accountabilities with the model of inclusion support, lead by the Deputy Principal</li> <li>Clarify the roles and responsibilities of inclusion team members in planning collaborative professional discussions and the development of PLPs to ensure their expertise is included in these processes</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiation practices consistently evident in Maths &amp; English class unit planning, PLP documentation, and evidenced through line of sight of leadership team</li> </ul>	<ul style="list-style-type: none"> <li>➤ Kate Paynter (P)</li> <li>➤ Louise Lamont (DP)</li> <li>➤ Karen Knight (HOD:C)</li> <li>➤ Teaching and Learning Committee</li> <li>➤ Class &amp; Specialist Teachers</li> <li>➤ Inclusion Teachers</li> <li>➤ Teacher Aides</li> </ul>	<ul style="list-style-type: none"> <li>2 full time Inclusion teachers (P-2 &amp; 3-6)</li> <li>Provision of planning time (class teachers and Inclusion Teachers together each term)</li> <li>Provision of half an hour collaboration time 'off class' for each teacher per week (which will include the Inclusion teachers)</li> <li>Dedicated AC planning time</li> <li>Professional development for teachers and Teacher Aides with a focus on differentiation practices</li> </ul>
b. Develop precise targets for student achievement for each year level and prioritised sub-groups	<ul style="list-style-type: none"> <li>Aligning the work of the Teacher Aides (NCCD &amp; EAL/D) within this collaborative model, as determined through data analysis to prioritise support needs</li> <li>Analysis of disaggregated data with a focus on students on ICPs and students achieving A/B, through data conversations in collaboration time</li> <li>Strengthen staff data literacy to diaggregate and analyse achievement and engagement data sets to pinpoint trends and inform the enactment of targeted strategies</li> <li>Utilise collegial engagement (weekly collaboration time) to establish and monitor achievement data for identified sub groups to maintain accountability and drive focus for specific learning programs to support students.</li> </ul>	<ul style="list-style-type: none"> <li>-12 months growth evident for the sub groups- NCCD students, 1<sup>st</sup> Nations students and EAL/D students.80% of eligible EAL/D students achieving above a C standard in English</li> </ul>		
c. Strengthen teacher and teacher aide capability	<ul style="list-style-type: none"> <li>Agreed collaboration framework for Teachers and Teacher Aides with a focus on enhancing professional learning in providing differentiated student support</li> <li>Professional development of all teachers &amp; teacher aides to support EAL/D, NCCD &amp; First Nations students</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiation practices consistently evident in Maths &amp; English class unit planning, PLP documentation, and evidenced through line of sight of leadership team</li> </ul>		

**School priority 3:  
Enhancing student and staff wellbeing**

<p><b>Strategies:</b> a. Enhance engagement with Bridge Builders &amp; PBL</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Continue with explicit teaching of Positive Behaviour for Learning (PBL) and Bridge Builders</li> <li>Build data literacy of PBL team and further sharing of PBL data with broader staff team</li> <li>Refine training of Bridge Builders peer mentors through training whole Year 5 cohort on first day of training &amp; nominated group of students on second day of training</li> </ul>	<p><b>AIP Measurable Outcomes:</b> -Engagement with Bridge Builders &amp; PBL monitored through improved SOS data related to School Culture &amp; Fairness/ Safety and regarding behaviour for improvement.</p>	<p><b>Responsible Officer(s):</b></p> <ul style="list-style-type: none"> <li>Kate Paynter (P)</li> <li>Louise Lamont (DP)</li> <li>Karen Knight (HOD:C)</li> <li>PBL Committee</li> <li>Wellbeing Committee</li> <li>Curriculum Committee</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Wellbeing budget to fund Bridge Builders and Outdoor Learning initiatives</li> <li>Sunnybank Sanctuary space</li> </ul>
<p>b. Document and enact frameworks to promote enhanced wellbeing</p>	<ul style="list-style-type: none"> <li>Developing and enacting the respectful relationship program through learning areas, PBL, Bridge Builders Program and school wide events (including Harmony Day, Day for Daniel)</li> <li>Development of plan to use outdoor learning area to enhance wellbeing outcomes, through both play time and curriculum initiatives</li> </ul>	<p>-Frameworks to promote enhanced wellbeing for all students and staff developed and enacted. - School Opinion Survey (Staff Wellbeing, School &amp; Staff Culture) will show improvement.</p>	<ul style="list-style-type: none"> <li>Class &amp; Specialist Teachers</li> <li>Inclusion Teachers</li> <li>Student Support Team: Guidance Officer, Social Worker &amp; School Chaplain</li> <li>Teacher Aides</li> </ul>	
<p>c. Enact the attendance framework</p>	<ul style="list-style-type: none"> <li>Build staff understanding and familiarity with the framework including roles and responsibilities</li> <li>Engage Student Support Team in providing case management for chronic absenteeism</li> <li>Analysis of disaggregated attendance data during collaboration time</li> </ul>	<p>- Attendance framework enacted to ensure target of 90% is met and students/ families are supported in positive attendance.</p>		

**School priority 4:  
Engaging parents and community as partners in student learning**

<p><b>Strategies:</b> a. Broaden the range of strategies to inform parents of opportunities to connect with aspects of school life</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Develop, document and enact the community engagement framework to achieve positive outcomes for the whole school community</li> <li>Providing opportunities to gain student &amp; parent voice</li> <li>Support staff in providing opportunities for parents and communities to engage with the school</li> <li>Partner with the P&amp;C to engage with parents and the community</li> <li>Engage EAL/D parents in the school through provision of opportunities such as translation services and information sessions</li> <li>Build opportunities for students to engage in community volunteering (Sunnybank Jolly Veggies)</li> </ul>	<p><b>AIP Measurable Outcomes:</b> - Increased parent engagement as monitored through SOS data regarding parent partnerships -Increased opportunities for parents to engage with school as evidenced through increase in numbers of parents engaging with school opportunities</p>	<p><b>Responsible officer(s):</b></p> <ul style="list-style-type: none"> <li>Karen Knight (HOD:C)</li> <li>Louise Lamont (DP)</li> <li>Kate Paynter (P)</li> <li>Class &amp; Specialist Teachers</li> <li>Inclusion Teachers</li> <li>Teacher Aides</li> <li>Student Support Team: Guidance Officer, Social Worker &amp; School Chaplain</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Successful Transitions budget cost centre</li> <li>Advertising and promotion budget cost centre</li> </ul>
<p>b. Strengthen transition processes</p>	<ul style="list-style-type: none"> <li>Continue and enhance Sunny Starters and Sunny Springers programs</li> <li>Build connections with local ECECs</li> <li>Build connection with Sunnybank State High School through maximising joint experiences between the two schools</li> </ul>	<p>-Increase in enrolment data trending to all students in our catchment choosing to come to Sunnybank -Increase in joint experiences between Sunnybank SS and Sunnybank SHS</p>		

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

Principal 

P&C 

School Supervisor 