



PARK RIDGE STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

"To promote a love of learning and focus on the needs of all learners"

We foster creativity and ingenuity | We build resilient learners | We celebrate learning | We empower the learning community

HOW



WHAT

School priority 1		Embed an evidence-based pedagogical model into the teaching and learning cycle that promotes engagement.			Phase	<i>Developing - D Implementing - I Embedding - E Reviewing - R</i>	School priority 2		Build a positive school community that supports the behavioural, academic and social wellbeing of staff, students and community members.			Phase	<i>Developing - D Implementing - I Embedding - E Reviewing - R</i>						
		<ul style="list-style-type: none"> Embed Literacy Block from P – 2 and expand to 3 - 6; Continue to implement V.9 Aust. Curriculum; Deliver consistent planning process that promotes pedagogical model and engagement; Embed a multi-modal professional learning plan; Shared responsibility for the development of team capacity to support all students; 			E				<ul style="list-style-type: none"> Embed inclusive practices in the teaching and learning cycle using Universal Design for Learning principles; Continue to strengthen our multi-tiered system of support and build capacity of all staff to support student learning; Embed our Positive Behaviour for Learning practices; Focus on Park Ridge State School community wellbeing procedures and practices. 			E							
Link to school review improvement strategy:		<ul style="list-style-type: none"> Collaboratively identify and define the school's curriculum expectations and pedagogical approaches to inform teacher Professional Development (PD) and build skills, confidence, and instructional capability within a supported professional learning environment. Develop systematic approaches to closely monitor precise, disaggregated targets aligned to the EIA. 					Link to school review improvement strategy:		<ul style="list-style-type: none"> Develop, implement and embed a transparent school culture that defines agreed upon values, behaviours and communication protocols. Collaboratively develop and communicate an EIA to achieve clarity, consistency, cohesion and a shared ownership of the school's strategic direction. 										
Strategies		<ul style="list-style-type: none"> Pedagogical Model and Playbook aligned to 5Es; Professional Learning Teams APDP processes 					Strategies		<ul style="list-style-type: none"> Positive Behaviour for Learning Multi-tiered System of Support Real Schools – Restorative Practices in schools Wellbeing Frameworks and Parent & Community Engagement Framework 										
Actions including Responsible officer(s)					Resources					Actions including Responsible officer(s)					Resources				
<ul style="list-style-type: none"> Expand on Literacy Scope & Sequence; Develop staff digital skills using Teams, OneNote and Qlearn for portfolio development; Planning days and follow up to embed pedagogical model and promote engagement; Implement Performance planning aligned to priorities; Organise, with support from Engagement Team, WOW opportunities; Leadership Teams to conduct Learning Walks Develop and implement a multi-modal professional learning plan including PLT; 					<ul style="list-style-type: none"> Decodable Texts and class literacy resources; (Curriculum budget) Multi-modal PD options & planning time (TRS) (PD budget); Pedagogical Model (Pedagogical & Literacy Playbooks) Engagement Teachers (RAR & Locally funded salaries and wages); 					<ul style="list-style-type: none"> Engagement Teachers & Head of Special Education Services involved in planning sessions; Plan for adjustments – PLPs & Unit plans Develop and embed whole school wellbeing framework; Embed PBL and align rewards recording of data on OneSchool; Conduct Year Level Welcome & Showcases; Embed SNC process and case management follow up Engage in 3 year professional learning program with Real Schools 					<ul style="list-style-type: none"> Voluntary committees to plan and organise events; Awards and certificates Multi-modal PD options & planning time (TRS) (PD Budget); Staff meetings, SharePoint & eMess@ge; Support Staff (RAR, WSS-SLR & Locally funded salaries and wages); 				
Responsible officers					Responsible officers					Responsible officers					Responsible officers				
<ul style="list-style-type: none"> Teachers, HOD Curriculum & Leadership Team; 					<ul style="list-style-type: none"> HOSES, Engagement Teachers (including PBL Key Teacher), SNC Committee, PBL Team, Wellbeing Committee, Teachers & Leadership Team; 														
End Term 4	Measurable outcomes		<ul style="list-style-type: none"> Delivery of consistent planning process that promotes pedagogical model; Embedded Literacy Block from P – 6; Aligned performance plan process to pedagogical model; 			Success criteria		<p>English A – C data 85% minimum 70% A – B 50%;</p>			Artefacts		<p>Leadership Team SCOREBOARD English and Mathematics year level formative data PRSS Pedagogical Model & Pedagogy Playbook Literacy Playbook Unit Planning template A- E data - OneSchool</p>						
			<p>Students can/will:</p> <ul style="list-style-type: none"> Greater than 80% A – C and 50% A – B in English and Mathematics 			<p>Teachers can/will:</p> <ul style="list-style-type: none"> Identify strategies that have maximised impact on student learning 			<p>Leadership team can/will:</p> <ul style="list-style-type: none"> Identify processes that have supported student growth and teacher capability 										
			<p>Leadership Team SCOREBOARD English and Mathematics year level formative data PRSS Pedagogical Model & Pedagogy Playbook Literacy Playbook Unit Planning template A- E data - OneSchool</p>																
End Term 1	Measurable outcomes		<ul style="list-style-type: none"> Planned for and implemented literacy blocks 2 Planning cycles implemented APDP process started and agreed plans in place including a professional learning plan for staff PLT process in place 			Success criteria		<p>Students can/will:</p> <ul style="list-style-type: none"> Apply teacher feedback to revise and improve their work; Demonstrate active engagement in literacy activities Track their own progress against unit learning goals 			<p>Teachers can/will:</p> <ul style="list-style-type: none"> Conduct regular student conferencing to identify individual learning needs Design and deliver evidence-based literacy instruction; Participate actively in PLT meetings with prepared student data Document specific professional development goals in their APDP. 			Artefacts		<ul style="list-style-type: none"> OneNote / Teams – planning documents Leadership Team SCOREBOARD – PLT data APDP 			
			<p>Leadership team can/will:</p> <ul style="list-style-type: none"> Facilitate PLT discussions and align them with APDP objectives; Design, source and deliver relevant professional learning opportunities; Monitor implementation of literacy blocks through classroom observations. 			<p>Monitoring</p> <ul style="list-style-type: none"> PLT meetings APDP processes Leadership meetings 													
			<ul style="list-style-type: none"> Continued low SDAs Adjustments recorded in planning documents and also recorded in Personalised Learning Plans in OneSchool Work begun on Wellbeing Framework 			<p>Students can/will:</p> <ul style="list-style-type: none"> Actively participate in adjusted learning activities; Engage with PBL expectations and routines; Use provided supports and accommodations. 			<p>Teachers can/will:</p> <ul style="list-style-type: none"> Document specific adjustments in planning and OneSchool PLPs; Implement universal design principles in lesson plans; Track effectiveness of adjustments. 			Artefacts		<ul style="list-style-type: none"> OneNote / Teams – planning documents Leadership Team SCOREBOARD – PLT data APDP Real Schools Partner portal 					
End Term 2	Measurable outcomes		<ul style="list-style-type: none"> 3 planning cycle completed including PLT, moderation cycle Literacy block embedded A – C and A – B goals met APDP review complete 			Success criteria		<p>Students can/will:</p> <ul style="list-style-type: none"> Show measurable progress in A-C achievement data; Self-assess (reflect) their work against success criteria; 			<p>Teachers can/will:</p> <ul style="list-style-type: none"> Analyse student data to modify teaching strategies; Share successful teaching practices in PLT meetings; 			Artefacts		<ul style="list-style-type: none"> OneNote / Teams – planning documents Leadership Team SCOREBOARD – PLT data APDP 			
			<p>Leadership team can/will:</p> <ul style="list-style-type: none"> Lead data analysis sessions to identify trends; Support teachers in addressing identified problems of practice; Conduct mid-year APDP reviews; 			<p>Monitoring</p> <ul style="list-style-type: none"> PLT meetings APDP processes Leadership meetings 													
			<ul style="list-style-type: none"> Ongoing PLP records to record individual adjustments Planning for UDL adjustments Low SDAs 			<p>Students can/will:</p> <ul style="list-style-type: none"> Show improved engagement through PBL metrics; Access and utilise provided adjustments independently; 			<p>Teachers can/will:</p> <ul style="list-style-type: none"> Refine adjustments based on student response; Document successful support strategies; 			Artefacts		<ul style="list-style-type: none"> OneNote / Teams – planning documents Leadership Team SCOREBOARD – PLT data APDP 					

		<ul style="list-style-type: none"> Participate in peer feedback sessions. 	<ul style="list-style-type: none"> Document evidence of impact on student learning; Implement differentiated approaches based on data. 	<ul style="list-style-type: none"> Evaluate effectiveness of professional development activities 					<ul style="list-style-type: none"> Demonstrate progress in academic goals. 	<ul style="list-style-type: none"> Collaborate on UDL implementation. 	<ul style="list-style-type: none"> Support staff through APDP conversations to build capacity; 		
End Term 3	<ul style="list-style-type: none"> 4th and final planning session completed APDP review including reflection around PD opportunities completed 	<ul style="list-style-type: none"> Maintain or improve their A-C achievement levels; Articulate their learning progress and goals; Demonstrate independent application of learning strategies. 	<ul style="list-style-type: none"> Present evidence of student growth through PLT discussions; Document impact of professional learning on student outcomes; Complete final APDP reflections with specific examples; Implement refined teaching strategies based on year's learning. 	<ul style="list-style-type: none"> Synthesise year-long data to evaluate program effectiveness; Document successful practices for future implementation; Facilitate final APDP reviews; Plan for next year based on collected evidence. 	<ul style="list-style-type: none"> OneNote / Teams – planning documents Leadership Team SCOREBOARD – PLT data APDP 	PLT meetings APDP processes Leadership meetings	End Term 3	<ul style="list-style-type: none"> PLPS to record reasonable targeted and intensive adjustments Completion of Wellbeing Framework 	<ul style="list-style-type: none"> Demonstrate consistent use of support strategies; Show improved behavioural and academic outcomes; Participate in celebrations to reward success. 	<ul style="list-style-type: none"> Complete comprehensive PLPs with evidence of effectiveness; Document year-long impact of adjustments; Share successful inclusive practices. 	<ul style="list-style-type: none"> Finalise Wellbeing Framework implementation; Evaluate effectiveness of PBL and support systems; Plan for sustained support in following year. 	<ul style="list-style-type: none"> OneNote / Teams – planning documents Leadership Team SCOREBOARD – PLT data APDP 	PLT meetings APDP processes Leadership meetings

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

Principal **P&C/School Council** **School Supervisor**