

Pine Rivers Special School  
2024 ANNUAL IMPLEMENTATION PLAN

School priority 1: Improve learning outcomes of students through building capability of teachers to identify curriculum access points for ICPs.	Monitoring				Long term measurable/desired outcomes: • Intended curriculum is the enacted curriculum • Engaging and Rigorous Classrooms • Improving Confidence and Capability of Teachers and Leaders • Improvement in student achievement data	AIP measurable/desired outcomes: 100% of students have reviewed access points (2024) resulting in ICPs grounded in authentic data and decision making for the transition to V9 ACARA  100% of students will be mapped on the progression scales (Version 9) and have accurate access points in preparation for Semester 1 (2025) ICPs (Semester 2).								
	Term 1	Term 2	Term 3	Term 4										
<b>Strategy/ies:</b> • Ongoing commitment collaborative planning • Review ICP movement and track student data • Use Pulse survey related to 5 questions for teachers • Develop teachers understanding of the Australian Curriculum V9 for English and Maths (General Capabilities - Progressions) • Quality Assure Moderation Cycle for English														
<b>Actions:</b> • Create Action Plan and Link budget to ensure fortnightly NCT provided to year level teams and specialist teachers for collaborative planning (consistent model with clear expectations) • Professional development – ROCC training to support access level, Version 9 ACARA upskilling (HOTLs, Leadership Team, Teachers) literacy, numeracy and personal and social capability progression scales (using ACARA V9) – Semester 1 • School leaders review and analyse data sets • Collaboratively develop learning walls for teachers – Semester 1 • Use assessment task alignment and evidence of learning, moderation and case management of students (A-E data integrity) • Develop and implement Pulse Survey • Professional Development for teachers about V9 implementation and progressions • School leaders engage in collaborative planning and moderation														
<b>Responsible officer(s):</b> SLT & DPs, HOTLs – Action Plan														
<b>Resources:</b> • HOD T&L • Increase in DP time • Pedagogical Coaches • Teacher release time – 2.2 FTE • Staff meeting schedules • Staff Handbook review and development														
School priority 2: Empowering teachers to select and employ effective pedagogies using the curriculum, the learning and the learner to support student achievement and engagement.	Monitoring				Long term measurable/desired outcomes: Engaging and Challenging Classrooms	AIP measurable/desired outcomes: 100% of teachers participate in collegial engagement (collaborative planning processes) and Watching others Work (Semester 1 – P-10) (Semester P-12)  A "1 point confidence rating (average)" improvement in pulse survey for collaborative planning (per semester): • Questions on Teacher Clarity – What are you teaching? How are you teaching it? Confidence rating 0-5  100% of Walkthroughs demonstrate use of "next steps for learning" for a case management student, post moderation (Semester 1, English) identifying an Age Appropriate Pedagogy approach (Semester 2, English).								
Term 1	Term 2	Term 3	Term 4											
<b>Strategy/ies:</b> • Utilise the Inquiry Cycle to develop a Collegial Engagement Framework to build teacher capability. • Implement collaborative planning sessions using the 5 Questions for Teachers (Teacher Clarity) • Develop Pedagogical Framework with AAP focus – Inquiry/Explicit & Project based learning														
<b>Actions:</b> • Leadership Inquiry – Research Based practices for Collegial Engagement • Complete Action Plan (Inquiry Cycle) & Budget to align with coaching model • Implement Watching others Work & Learning Walks & Talks • Review Pedagogical Framework to improve clarity around expectations • Develop and implement professional development – Inquiry/Explicit teaching/Project Based Learning – AAP • Induction of new staff into AAP & ensure all staff have Mentors – Build an Induction QLearn • Review IT Technician Roles & Responsibilities to incorporate QLearn development • Implement a COP/PLC – build capability of Pedagogy Champions														
<b>Responsible officer(s):</b> All Staff Principal, DP, HOD T&L, class teacher feedback  DP, HOD T&L, HOD – SS														
<b>Resources:</b> • HOD T&L • Increase in DP time • Pedagogical Coaches • Teacher release time – 2.2 FTE • Staff meeting schedules • Staff Handbook review and development														
School priority 3: Wellbeing Refine school systems of support to create a positive school community focused on student and staff wellbeing	Monitoring				Long term measurable/desired outcomes: Calm & Predictable Classrooms  Continued positive trend of SOS data related to staff wellbeing & positive community engagement	AIP measurable/desired outcomes: • 100% of new teachers have a mentor and complete Induction • 10% increase in Tier 1 student behaviour data (12 month data cycle) students: <table border="1" data-bbox="1601 1045 1836 1149"> <thead> <tr> <th colspan="2">2023</th> </tr> </thead> <tbody> <tr> <td>Early Years</td> <td>59.52%</td> </tr> <tr> <td>Primary</td> <td>43.1%</td> </tr> <tr> <td>Secondary</td> <td>41.77%</td> </tr> </tbody> </table> • 100% of staff complete Pulse Data survey– staff wellbeing focus (cleaners, Facilities Officers, Admin, teachers and teacher aides) • Leadership team analyse data and implement strategies to improve wellbeing fortnightly. • Increase in student and staff attendance (TRS)	2023		Early Years	59.52%	Primary	43.1%	Secondary	41.77%
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<b>Strategy/ies:</b> • Define roles and responsibilities for staff across the school • Pulse Survey (staff and students) – Outsource data collection and analysis • Utilise cohort data • Multi-Tiered systems of support for behaviour across P-12 • Professional Learning – PBL, PACE Model and Trauma Informed Practice														
<b>Actions:</b> • Document and communicate roles and responsibilities • Develop and Refine Induction and Mentor process for new staff • Calendar of Professional Development and staff meeting schedule linked to AIP • Review, Analyse and Apply strategies using pulse data (fortnightly) • Develop team action plans in response to data analysis • Continue the development of Tier 3 response team plan & Complex Case Management • Coaching of teachers to build their capability to support students with complex needs														
<b>Responsible officer(s):</b> SLT & DPs, PBL Coaches – Action Plan														
<b>Resources:</b> • Roles and responsibilities checklist • Pulse survey & PBL data • PBL team • Staff Handbook review and development														

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

Principal

School Supervisor