



Enoggera State School

2024 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. SUCCESSFUL LEARNERS-WRITING

Long-term targets/desired outcomes

- Progression of Writing achievement in NAPLAN from Year 3 to Year 5 to similar to or greater than like schools.
- Consistency of practice in implementation of agreed teaching and learning practices in the teaching of Writing.
- Further increased percentages of students achieving A/B grades in English.

AIP targets/desired outcomes

- Progression of writing achievement in NAPLAN from Yr 3 to Yr 5 is similar to or greater than like schools.
- Improved percentages of students achieving A/B grades in English in each semester to 65% or more.
- Improved consistency of practice in the implementation of agreed teaching and learning practices in the teaching of writing.

School Strategic Plan Strategy:	Further consolidate planning processes to refine learning walls and bump it up charts for all writing tasks.	
Actions		Responsible Officer(s)
Teachers will plan for more opportunities for student voice and for students to interact with the Learning Wall throughout the unit of work.		Amy O'Malley
Opportunities will be provided at the Professional Learning Community (PLC) sessions and for teaching teams to collaborate around the Learning Wall elements, implementation and to share best practice.		Amy O'Malley
Peer to peer observations, walkthroughs, learning walks and formal observations will be used to provide feedback to teachers on their Learning Wall as part of the Collegial Engagement Framework.		Tina Burrows, Amy O'Malley, Anne Robinson
School Strategic Plan Strategy:	Develop Learning Goals in Writing for all students around each unit of work in English.	
Actions		Responsible Officer(s)
Teachers will collaborate with individual students to develop writing goals based on cold write pre-assessments aligned to the current assessment task and the Learning Wall.		Amy O'Malley
Students will be able to articulate their Learning Goals in Writing and their progress with the current unit of work during leadership Learning Walks.		Tina Burrows, Amy O'Malley, Anne Robinson
School Strategic Plan Strategy:	Develop whole-school consistent processes for providing student feedback for writing tasks.	
Actions		Responsible Officer(s)
To provide further professional development to staff around the Sharratt work in the effective use of descriptive feedback to improve learning outcomes.		Amy O'Malley
To develop agreed expectations and processes around the use of feedback to assist students to improve learning outcomes in Writing.		Amy O'Malley
To continue to embed a clear and consistent writing framework across the school.		Amy O'Malley
To ensure explicit teaching to students of the importance and the purpose of enacting feedback.		Amy O'Malley
School Strategic Plan Strategy:	Consolidate, refine and expand Australian Curriculum V9 moderation processes using the Before-After-After-End model, within and between schools.	





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Actions		Responsible Officer(s)
To continue to provide professional development to build knowledge around the Australian Curriculum V9 in English.		Amy O'Malley
To continue to build knowledge and skills around moderation processes using the Before After End model and apply this to V9.		Amy O'Malley
To continue to provide time for staff to moderate in PLCs and with other schools to quality assure assessment practices.		Amy O'Malley
School Strategic Plan Strategy:	Consolidation of Cold Writes pre-assessments in English to inform teaching and learning sequences.	
Actions		Responsible Officer(s)
To collaborate to develop agreed processes and expectations around the implementation and analysis of cold write pre-assessments.		Amy O'Malley
To provide time and space for teachers in PLC to analyse the cold write data to inform student learning goals in Writing and teaching and learning sequences.		Amy O'Malley
School Strategic Plan Strategy:	Embed keyboarding and handwriting skills to develop speed, accuracy and stamina to enable effective writing on demand.	
Actions		Responsible Officer(s)
To ensure handwriting skills are explicitly taught consistently from Prep-Yr 2 to assist with developing fine motor skills and fluency.		Donagh McKenzie, Amy O'Malley
To ensure keyboarding skills are explicitly taught from Prep to develop accuracy, speed and stamina.		Michael Harris, Amy O'Malley
To ensure students are given regular opportunities to write on demand and build their stamina.		Amy O'Malley

School Strategic Plan - 2. SUCCESSFUL LEARNERS-MATHEMATICS

Long-term targets/desired outcomes

- Increase the percentages of students achieving Exceeding in NAPLAN Numeracy.
- Increase the percentages of students achieving A/B grades in Mathematics.
- Continue to develop consistency of practice of agreed teaching and learning practices in the teaching of Mathematics.

AIP targets/desired outcomes

- Increase the percentage of students achieving exceeding in NAPLAN Numeracy testing.
- Improve the percentages of students achieving A/B grades in Mathematics to 60%.

School Strategic Plan Strategy:	Develop and implement whole school approaches for the teaching of problem solving and mental and written computations.	
Actions		Responsible Officer(s)
To investigate a range of approaches to develop a whole school consistent approach in teaching mental and written computation.		Amy O'Malley
Develop an implementation plan for teaching written and mental computation across the school.		Amy O'Malley
To provide teachers with professional development around written and mental computation aligned to V9 Mathematics.		Amy O'Malley
Use the Collegial Engagement Framework to ensure staff are embedding the problem-solving framework weekly in the current units of work.		Tina Burrows, Amy O'Malley, Anne Robinson





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Continue to build a bank of resources for teachers on Problem Solving and look for opportunities to share best practice.		Amy O'Malley
School Strategic Plan Strategy:	Embed a school wide approach to pre-testing student mathematical knowledge and skills each term to inform teaching and learning sequences and differentiation.	
Actions	Responsible Officer(s)	
Continue to develop pre-tests for each unit of work in Mathematics.		Donagh McKenzie, Amy O'Malley
Support teachers to implement the pre-tests each term and provide time for teachers at PLC to analyse the data and use the data to inform teaching and learning sequences and differentiation.		Donagh McKenzie, Amy O'Malley
School Strategic Plan Strategy:	Provide professional development for staff to build capability in the V9 Australian Curriculum Mathematics.	
Actions	Responsible Officer(s)	
Provide time for teachers to continue familiarisation with V9 Mathematics at Teacher Meetings and PLC.		Amy O'Malley
To continue working with Stafford SS to build capability around V 9 Mathematics for 2025 implementation.		Amy O'Malley
To continue to provide PD and share other PD opportunities with staff to build capability around V9 AC Mathematics.		Amy O'Malley
School Strategic Plan Strategy:	Refine the use of Warm-Ups to aid in fluency and move required knowledge and skills to long term memory.	
Actions	Responsible Officer(s)	
Revisit the use of warm ups as a pedagogical approach and develop whole school agreed expectations.		Donagh McKenzie, Amy O'Malley
Develop a bank of resources for warm ups on SharePoint.		Amy O'Malley
Use the Collegial Engagement Framework to quality assure the use of warm-ups across the school.		Tina Burrows, Amy O'Malley, Anne Robinson

School Strategic Plan - 3. SUCCESSFUL LEARNERS-DIFFERENTIATION

Long-term targets/desired outcomes

- Teachers are able to use a range of effective practices to effectively differentiate for the range of student learners in their class.

AIP targets/desired outcomes

- Teachers are able to use a range of effective practices to effectively differentiate for a range of student learners in their class.

School Strategic Plan Strategy:	Continue to build staff knowledge and understanding of effective differentiation and inclusive education practices including Universal Design of Learning (UDL).	
Actions	Responsible Officer(s)	
Continue to support teachers to build understanding of the diverse learners in their class and their learning needs.		Donagh McKenzie, Lauren Miceli, Belinda Paton
Continue to provide professional development for teachers around UDL through the CAST network.		Belinda Paton





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Develop light house teachers around UDL to share best practice.	Donagh McKenzie, Lauren Miceli, Amy O'Malley, Belinda Paton
Provide support and time in PLC to collaborate and begin to plan for UDL in planning sessions.	Donagh McKenzie, Lauren Miceli, Amy O'Malley, Belinda Paton
School Strategic Plan Strategy:	Continue to investigate opportunities and develop strategies to meet the needs of high achieving students, whilst promoting a culture of inquiry and innovation.
Actions	Responsible Officer(s)
Continue to refine the pedagogical approaches used to ensure Inquiry Based Learning is a signature pedagogy for our school.	Donagh McKenzie, Amy O'Malley, Anne Robinson
Revisit the use higher order thinking (HOT) as a pedagogical approach and build a bank of resources for teachers to access.	Donagh McKenzie, Amy O'Malley
Provide professional development for staff and opportunities to collaborate and plan together using IBL and HOT.	Donagh McKenzie, Amy O'Malley
To continue to provide professional development to staff to ensure competency of the necessary skills in Digital Technologies and ICT to stay abreast of current innovations.	Michael Harris, Amy O'Malley
Continue to provide teachers with the opportunities in PLC to plan for embedding digital literacies and capabilities using the school ICT Skills Continuum.	Michael Harris, Amy O'Malley
School Strategic Plan Strategy:	Develop a multi-tiered approach to data informed intervention and support using disaggregated data sets.
Actions	Responsible Officer(s)
Ensure Data Plan is implemented across the school through the introduction of consistent quality assurance processes.	Donagh McKenzie
Ensure a range of disaggregated data sets are used to inform the multi-tiered approach to targeted intervention.	Donagh McKenzie
Provide teachers with the time and space to analyse the data to inform teaching and learning and to build their data analysis skills.	Donagh McKenzie

School Strategic Plan - 4. WELLBEING

Long-term targets/desired outcomes

- Increased level of staff, parent and student satisfaction in School Opinion survey results.
- Increased student wellbeing evidenced in the QEW survey.

AIP targets/desired outcomes

- Increased level of staff, parent and student satisfaction in the school opinion survey results.
- Increased student wellbeing as evidenced in the QEW survey results.
- Whole school celebrations for school wide focusses from the Learning Curve program.
- Implementation plan for Learning Curve is followed with whole school weekly focusses.

School Strategic Plan Strategy: Continue to implement and embed the Student Learning and Wellbeing Framework



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	(SLAWF) and the Staff Wellbeing Framework across the school to support student and staff wellbeing.	
Actions		Responsible Officer(s)
Ensure a focus Learning Curve Wellbeing lesson is taught each week in Health and is followed up in the classroom.		Donagh McKenzie, Amy O'Malley
Purchase of the Learning Curve planners for teachers and students to support the implementation of the program.		Anne Robinson
Provide opportunities for classes to share their Learning Curve diaries with Admin each week.		Tina Burrows, Anne Robinson
Continue with Student Council initiatives to support the Learning Curve program.		Tina Burrows, Anne Robinson
Ensure the Learning Curve focus is presented on assembly each fortnight and followed up in the school newsletter and on facebook each fortnight.		Tina Burrows, Anne Robinson
School Strategic Plan Strategy:	Continue to identify opportunities to embed the Cross Curriculum Priorities and General Capabilities across the curriculum.	
Actions		Responsible Officer(s)
Continue to look for opportunities to embed the Sustainability Cross Curricula Priority across the curriculum.		Amy O'Malley
Continue to source grants to progress the SEMP with the focus this year on improved water storage.		Anne Robinson
Continue to build broader community partnerships and involvement in the Environmental Sustainability committee and priorities.		Anne Robinson
School Strategic Plan Strategy:	Continue to provide opportunities for authentic consultation with Staff to develop collective efficacy.	
Actions		Responsible Officer(s)
Continue to embed the High Performing Teams program with staff to ensure staff have a say in problem solving.		Anne Robinson
Ensure the term calendar and academic calendar are distributed each term.		Anne Robinson
Continue to embed the Professional Learning Communities (PLC) strategy as a forum for teachers to collaborate together.		Anne Robinson
Continue to build the profile of the Wellbeing Committee to improve wellbeing across staff and students.		Anne Robinson
Ensure communication from committee meetings is accessible and distributed for staff to peruse.		Anne Robinson
Ensure adequate PD is provided to staff around any new programs or pedagogies introduced to the school.		Tina Burrows, Amy O'Malley, Anne Robinson





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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

School Supervisor



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