



# Upper Mount Gravatt State School

-Independent Public School-

*Shaping Success Together*

## 2024 Annual Implementation Plan

### OUR COMMITMENT

Leading Education with Equity & Excellence  
Building Successful, Resilient Citizens

### OUR VALUES

INTEGRITY RESPECT DIVERSITY

### OUR PURPOSE

Is to build a culture of clear expectations and support to empower everyone to be the best they can be in all aspects of life.

### ACADEMIC ACHIEVEMENT

### WELLBEING & ENGAGEMENT

### CULTURE & INCLUSION

#### Priority 1 Build teacher data literacy skills through actionable data sets throughout the 4 stages of the planning process.

*"Developing our data literacy supports us to use measures and bring precision to our work." Data Literacy Framework*

Actions	Success Indicator	Responsible Officer(s)
<ul style="list-style-type: none"><li>Teachers engage in data discussions during the M4 process. Insightful actionable data sets provide year level &amp; sector teams insight to inform teacher decision-making.</li><li>Use insightful data with marker students for next lift in English and Mathematics.</li></ul>	Lift in A-C English & Mathematics data.	Deputy Principal HOD (T&L) Class teachers

#### Priority 2: Establish strong teams and instructional leaders by developing a school-wide PD plan aligned to EIA and APR process

*"Planning collaboratively, developing shared commitment and collectively implementing school priorities." Review Insights Paper Nov 2022*

Actions	Success Indicator	Responsible Officer(s)
<ul style="list-style-type: none"><li>Early Years Team (P-2) schedule meetings to progress 'Starting Strong' initiatives.</li><li>Middle Years Sector (3-6) meet to develop school-wide pedagogical approach, by Building on Foundations</li><li>IT Crowd members promote digital innovation through peer coaching and WOWs.</li><li>Develop capacity building through year level team leaders.</li><li>Year level team leaders engage in Collaborative Enquiry led by Executive team.</li></ul>	High levels of engagement.	All teams.



<ul style="list-style-type: none"> <li>▪ Executive leadership team.</li> <li>▪ Schedule meeting days for Reconciliation Action Plan working party to develop the RAP.</li> </ul>		
--	--	--

Priority 3: Build pedagogical practices from Prep to Year 6 that are developmental and student-centred.		
<i>"focus now is participating in school-wide processes to determine pedagogies most appropriate based on evidence and impact..." Assessment Hub</i>		
<i>Actions</i>	<i>Success Indicator</i>	<i>Responsible Officer(s)</i>
<ul style="list-style-type: none"> <li>▪ Schedule planning meetings focus on student-centred pedagogies.</li> <li>▪ Provide time and professional development to unpack pedagogical approaches.</li> <li>▪ Provide modelling, coaching and WOWS to share and demonstrate consistent and engaging pedagogical practices.</li> <li>▪ Build teacher and student capabilities with digital and information communication technologies through WOWs and coaching</li> <li>▪ Continue to develop an e-learn capability through the coaching cycle.</li> <li>▪ Provide resources to enact the coaching initiative.</li> <li>▪ You Can Do It, Virtues and Respectful Relationships education is the cornerstone of the work.</li> </ul>	Visible learning in classrooms. Student voice evident.	Drivers: Teacher team leaders IT Crowd & Coach  Contributors: Principal Deputy Principal HODs T&L, Incl All teachers

Priority 4: Collaboratively build opportunities for student voice and choice		
<i>"One method to assist students set task-specific goals was to use the notion of personal bests" John Hattie</i>		
<i>Actions</i>	<i>Success Indicator</i>	<i>Responsible Officer(s)</i>
<ul style="list-style-type: none"> <li>▪ Expand the training of students in the 3 way learning conversations for student, teacher and parent.</li> <li>▪ Explicitly teach the link between learning goals and the success criteria.</li> <li>▪ Develop teacher guided learning goals in English which align with the success criteria across curriculum areas.</li> <li>▪ Unpack student-centred goals during pre-moderation process.</li> <li>▪ Provide modelling, coaching and WOWS to provide a consistent approach to whole school goal setting.</li> <li>▪ Students collaborate with teachers in planning days</li> <li>▪ Student Council and Eco Marines initiatives for senior students</li> </ul>	Student voice.  Evidence of student goals in the classroom environment.	Teacher Leaders & Classroom Teachers





**Priority 5: Clearly define teacher roles in the 4 stages of the planning and moderation process for the Australian Curriculum with clear lines of sight.**

<i>"Moderation processes underpin systematic curriculum delivery and supports teachers to align curriculum, pedagogy, assessment and reporting..." Moderation Hub</i>		
<i>Actions</i>	<i>Success Indicator</i>	<i>Responsible Officer(s)</i>
<ul style="list-style-type: none"> <li>Provide planning time for each year level team led by teacher leaders with a focus on <u>Academic Case Management</u>.</li> <li>Teachers interrogate actionable data and student-centred learning in the M4 process.</li> <li>Clarify all roles and responsibilities.</li> <li>Document priorities to support every Aboriginal and Torres Strait Islander student to realise their potential.</li> <li>Identify marker students in pre-moderation phase to consider and monitor in curriculum planning and pedagogical practices.</li> </ul>	Engaging units of work. Lift in English performance.	Year Level Leaders HOD (T&L) HOD (Inclusion) Support Service Staff Classroom Teachers Principal and Deputy

**Priority 6: Ensure high expectations for staff and students through the use of inclusive practices and differentiation.**

<i>"Setting system priorities with differentiated support targeted to each school's context and needs." Equity &amp; Excellence</i>		
<i>Actions</i>	<i>Success Indicator</i>	<i>Responsible Officer(s)</i>
<ul style="list-style-type: none"> <li>Schedule a weekly routine for teachers to engage in <u>Inclusion Case Management</u> to provide differentiated learning for students and allocation of resources.</li> <li>Provide planning support around inclusive practices and using e-learn pedagogy.</li> <li>Continue to develop teacher knowledge and understanding of the inclusion framework.</li> <li>Allocate coaching and mentoring for teachers.</li> <li>Improve outcomes for Aboriginal and Torres Strait Islander students in daily work with an emphasis on equity and excellence.</li> <li>All classes participate in an Acknowledgement of Country each morning as part of their daily routine.</li> </ul>	Staff can articulate their role in UMG Inclusive Plan  All students case managed in Prep.	Principal Inclusive Teacher team HOD (T&L) HOD (Inclusion)



<ul style="list-style-type: none"> <li>▪ Inclusion and Engagement roles aligned to year levels</li> <li>▪ Consolidate “starting strong” initiatives and processes with the embedded Age-Appropriate Practices approach.</li> <li>▪ Provide opportunities for parents in the wider community to engage in <u>Pre-Prep Case Management</u> meetings for the early identification and intervention of children before their enrolling.</li> <li>▪ Expand and strengthen community relationships with EEC providers to facilitate smooth transitions to school.</li> </ul>		
--	--	--

2024 Wildly Important Goals		
Collaboratively build opportunities for student voice and choice.		
Build consistent, evidence based, child-centred, pedagogical practices from P – 6 to engage and maximise learning for all students by the end of the year.		

Targets and Measures	2023	2024
Proportion of students achieving a C and above in English	86%	>90%
Proportion of students achieving an A or B in English	51%	>60%
Proportion of students achieving a C and above in Mathematics	92%	>90%
Proportion of students achieving an A or B in Mathematics	70%	>70%
Maximise learning days by increasing attendance	91%	>90%



Derek Brady  
Principal

16/2/24



Lee Edwards  
School Chairperson

16/2/24