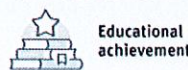


## Upper Mount Gravatt 2025 ANNUAL IMPLEMENTATION PLAN



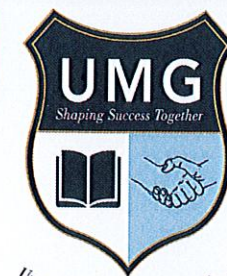
Educational achievement



Wellbeing and engagement



Culture and inclusion



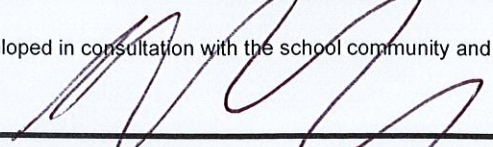
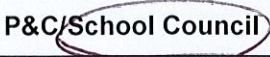
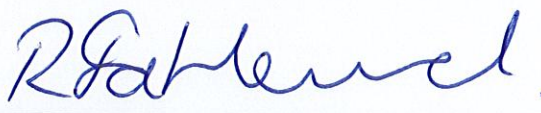
Upper Mount Gravatt State School

<b>School Priority</b>	<i>Implement child-centred pedagogical approaches within the 3 tiered differentiation framework to maximise learning through inclusion and engagement.</i>	<b>Phase</b>	Developing – D <b>Implementing – I</b> Embedding – E Reviewing – R																																																
<b>Link to school review improvement strategies:</b>	<i>Key Improvement Strategy (KIS)</i> KIS 7.2 Establish clear expectations for the documentation and delivery of differentiated approaches to create inclusive practices that engage and challenge students.																																																		
<b>Strategies</b>	<ol style="list-style-type: none"> <li>1. Implement AC v9 English and Mathematics through a pedagogical tiered lens.</li> <li>2. Identify high quality teaching practices through an instructional leadership model.</li> <li>3. Build staff capability to collaboratively create learning accessible pedagogies and assessment.</li> </ol>																																																		
<b>Actions including Responsible officers</b>		<b>Resources</b>																																																	
<ol style="list-style-type: none"> <li>1. Clearly define that inclusion and engagement specialists co-plan and co-teach at tier 1 in the differentiated instruction, targeted intervention at tier 2 and intensive support and intervention at tier 3. <b>[Inclusion Specialists: Katrina T; Sharon J; Kathy N; Rachael V; Lyndal O; Yvette M]</b></li> <li>2. Scaffolded planning days for all teachers, inclusion and engagement specialists and school leaders to co-plan through the lens of the 3 tiers, with clear learning intentions from AC version 9 English and Maths. <b>[HOD Teaching &amp; Learning: Tracey D]</b></li> <li>3. Identify quality pedagogical practices for weekly instructional leadership walkthroughs. <b>[Admin Executive: Derek B; Phillip G; Tracey D; Yvette M]</b></li> <li>4. Collaborate with clusters {Maximising Learning 6 to 7 Precinct and Mount Gravatt Small School Cluster} to build accessible pedagogies and assessments aligned to the action research with the QUT Linkage 2.0 project. <b>[Admin Executive: Derek B; Phillip G; Tracey D; Yvette M]</b></li> <li>5. Create time and space for Sector and Year Level meetings to focus on child centred pedagogical practices through the lens of the 3 tiers of support to maximise learning for all students. <b>[Principal: Derek B]</b></li> </ol>		<p>KIS 4.1 Formulate specified targets and accountabilities to monitor and measure the impact of the financial investment in employment of additional staff.</p> <p>KIS 4.2 Sustain ongoing support and provision for the growth in digital capabilities of teaching staff to ensure contemporary methodologies for digital teaching support the agreed pedagogies of the school.</p> <p>KIS 5.1 Develop a whole-school professional learning plan, aligned to EIA and APDP process, with a focus on developing instructional leadership for identified leaders.</p> <p>KIS 6.1 Develop internal and external moderation processes to quality assure teacher judgements and the implementation of localised curriculum, valuing opportunities for student voice.</p> <p>KIS 9.1 Enhance exiting partnerships with cluster schools, such as MacGregor State High School, to build professional capability of staff.</p>																																																	
End Term 4	<b>Measurable outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th style="width: 30%;">Starting Strong Sector (Years P-2)</th> <th style="width: 10%;">S2 2024 (actual)</th> <th style="width: 50%;"></th> <th style="width: 10%;">S1 2025 (target)</th> </tr> </thead> <tbody> <tr> <td>English - C and Above</td> <td>88%</td> <td>Marker students 2 per class C to B</td> <td>90%</td> </tr> <tr> <td>English – A and B</td> <td>60%</td> <td></td> <td>62%</td> </tr> <tr> <td>Mathematics – C and Above</td> <td>95%</td> <td>Inclusion and Engagement specialist 1 per year level D to C</td> <td>96%</td> </tr> <tr> <td>Mathematics – A and B</td> <td>78%</td> <td></td> <td>80%</td> </tr> <tr> <td>Attendance</td> <td>91%</td> <td></td> <td>92%</td> </tr> <tr style="background-color: #e1eef6;"> <th style="text-align: left;">Building on Foundations Sector (Years 3-6)</th> <th style="text-align: left;">S2 2024 (actual)</th> <th></th> <th style="text-align: left;">S1 2025 (target)</th> </tr> <tr> <td>English - C and Above</td> <td>85%</td> <td>Marker students 2 per class C to B</td> <td>88%</td> </tr> <tr> <td>English – A and B</td> <td>47%</td> <td></td> <td>50%</td> </tr> <tr> <td>Mathematics – C and Above</td> <td>92%</td> <td>Inclusion and Engagement specialist 1 per year level D to C</td> <td>93%</td> </tr> <tr> <td>Mathematics – A and B</td> <td>65%</td> <td></td> <td>67%</td> </tr> <tr> <td>Attendance</td> <td>92%</td> <td></td> <td>93%</td> </tr> </tbody> </table>		Starting Strong Sector (Years P-2)	S2 2024 (actual)		S1 2025 (target)	English - C and Above	88%	Marker students 2 per class C to B	90%	English – A and B	60%		62%	Mathematics – C and Above	95%	Inclusion and Engagement specialist 1 per year level D to C	96%	Mathematics – A and B	78%		80%	Attendance	91%		92%	Building on Foundations Sector (Years 3-6)	S2 2024 (actual)		S1 2025 (target)	English - C and Above	85%	Marker students 2 per class C to B	88%	English – A and B	47%		50%	Mathematics – C and Above	92%	Inclusion and Engagement specialist 1 per year level D to C	93%	Mathematics – A and B	65%		67%	Attendance	92%		93%
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<b>Success criteria</b>	<p><b>LEADERSHIP TEAM:</b> School administration can improve learning through a child-centred approach with the 3-tier system. This includes supporting tailored instruction, training staff, and encouraging teamwork with families. Administrators ensure interventions and personalized plans are in place, while maintaining an inclusive environment with the right resources. Regular data checks, feedback, and good resource use promote improvement, with leadership ensuring long-term success.</p> <p><b>INCLUSION &amp; ENGAGEMENT SPECIALISTS:</b> Inclusion and engagement specialist teachers improve learning by using a child-centred 3-tier system. At Tier 1, they use inclusive strategies and work with teachers to differentiate and engage all students. In Tier 2, they create small group interventions based on data for targeted support. In Tier 3, they develop individualised plans for students needing extra help, with regular assessments and teamwork with specialists and families. Inclusion and engagement specialists foster a positive, inclusive environment, encourage independence, and involve students in setting goals. Ongoing collaboration and reflection ensure continuous improvement.</p> <p><b>TEACHERS:</b> Teachers using a child-centred approach with the 3-tier system improve learning through differentiation, by adapting instruction to meet student needs and keeping them engaged (Tier 1). They offer extra help through targeted, small group support and track progress (Tier 2). For more intensive needs, personalised learning plans and one-on-one teaching are used (Tier 3). Inclusive practices and student input create a supportive and engaging learning environment.</p> <p><b>EDUCATION ASSISTANTS:</b> Teacher aides support learning with a child-centred approach and the 3-tier system. At Tier 1, they assist with instruction and classroom management. In Tier 2, they help with small groups and track progress and encourage peer collaboration. At Tier 3, they provide one-on-one support, implement individualised plans through focused curriculum support and aid emotional regulation. They promote inclusion and independence, working with teachers and specialists. Ongoing training ensures they improve their support for students.</p> <p><b>STUDENTS:</b> Students take an active role in learning by participating in class, using support, and asking for help when needed. They build independence by working through challenges, using feedback, and gaining confidence. Socially, they interact well with others, respect differences, and help create a positive classroom environment. Setting goals and reflecting on progress helps them grow academically and emotionally.</p>
<b>Artefacts</b>	2025 Data Plan. UMG Equity and Excellence Tier Model Approach. Instructional Walkthrough Focus and schedule.

	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>
End Term 1	Add the priority support measures/data set targets/desired outcomes that would indicate progress at the end of term 1, as identified in the School data plan.	<p><b>Behaviourally:</b> Students can/will: Teachers can/will: Leadership team can/will: <i>Add any additional positions based on the needs of local context i.e., Teacher aides</i> Add a description of the success criteria that would indicate progress at the end of term 1, expressed in behavioural terms.</p>	List artefacts resulting from successful progress at the end of term 1.	Green –on track Yellow – underway Magenta – yet to commence
End Term 2	Add the priority support measures/data set targets/desired outcomes that would indicate progress at the end of term 2, as identified in the School data plan.	<p><b>Behaviourally:</b> Students can/will: Teachers can/will: Leadership team can/will: <i>Add any additional positions based on the needs of local context i.e., Teacher aides</i> Add a description of the success criteria that would indicate progress at the end of term 2, expressed in behavioural terms.</p>	List artefacts resulting from successful progress at the end of term 2.	Shade cell at the end of each term after reflection based on progress.
End Term 3	Add the priority support measures/data set targets/desired outcomes that would indicate progress at the end of term 3, as identified in the School data plan.	<p><b>Behaviourally:</b> Students can/will: Teachers can/will: Leadership team can/will: <i>Add any additional positions based on the needs of local context i.e., Teacher aides</i> Add a description of the success criteria that would indicate progress at the end of term 3, expressed in behavioural terms.</p>	List artefacts resulting from successful progress at the end of term 3.	

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

Principal  P&C/School Council  L. Edwards School Supervisor 



# Upper Mount Gravatt State School

-Independent Public School-

*Shaping Success Together*

## Upper Mount Gravatt State School Data Plan alignment with System Imperatives 2025

*Our purpose is to use actionable data to inform teaching and learning*

Success for all			
Achievement	Engagement	Wellbeing	Transition
<ul style="list-style-type: none"> <li>A - E English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Student Disciplinary Absences</li> <li>Kindy Participation</li> </ul>	<ul style="list-style-type: none"> <li>AAP embedded in practice</li> <li>School Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>Transition Statements</li> <li>Transition across the early phase of learning</li> <li>Year 6 – 7 transition</li> </ul>
<ul style="list-style-type: none"> <li>&gt;90% A - C English</li> <li>&gt;60% A-B English</li> <li>&gt;90% A to C Maths</li> <li>&gt;70% A to B Maths</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance greater than 90%</li> <li>Increase full time attendance for students on part time plans with 10 week monitoring</li> <li>Decrease the number of SDA across all year levels</li> <li>Maintain consistent low SDA in Prep</li> <li>Improve attendance rates for Aboriginal and Torres Strait Islander students</li> <li>81% 2024</li> <li>Target 2025 85%</li> <li>90% of teaching staff feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>Continue AAP in the early years</li> <li>Overall rating for school culture (SOS) &gt;90% (UMGSS 2024 90%)</li> <li>School well-being &gt;90% (UMGSS 2023 90 %)</li> <li>Staff Morale &gt; 90% (UMGSS 2024 91%)</li> <li>Behaviour is well managed &gt;85% (2024 - Students – 70% agreement 2024 - Staff – 80% agreement) 2024 Parents 90% 2024 overall 80%</li> </ul>	<ul style="list-style-type: none"> <li>100% use of transition statements</li> <li>100% year 6 students have a known destination for year 7</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>Attendance data collected weekly</li> </ul>	<ul style="list-style-type: none"> <li>AAP monitoring</li> <li>Case management</li> </ul>	<ul style="list-style-type: none"> <li>Use of transition statements</li> <li>Use school case management based on enrolment information</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Use Early Start and Literacy Continuum to plan targeted teaching</li> <li>ICPs reviewed every 6 months</li> <li>100% participation in internal moderation</li> <li>Key staff engaged in external moderation</li> <li>Termly student progress in English against A-E data to inform next steps</li> </ul>		
<b>Ways of Working</b>	<ul style="list-style-type: none"> <li>Teachers <ul style="list-style-type: none"> <li>Collaboratively plan effective tailored support and reasonable adjustments.</li> </ul> </li> <li>School Leaders <ul style="list-style-type: none"> <li>Co-construct local achievement, engagement safety and well being targets with their staff for shared ownership of the improvement agenda.</li> <li>Work alongside teachers to place the faces on the data and monitor improvement through case management termly.</li> <li>Work alongside teachers and support staff to lead effective case management within the three tiers of support.</li> </ul> </li> </ul>		
<b>Governance and Management</b>	<ul style="list-style-type: none"> <li>Monitoring of <ul style="list-style-type: none"> <li>MAST (Mandatory Training) and / or completion of Management Foundations for school and region</li> <li>Completion of Student Protection</li> <li>Compliance with Blue Card requirements</li> <li>Annual Safety Assessment completion by the end of Term 4 (Term 3 preference)</li> <li>Asbestos Training</li> <li>Compliance with the schedule of collections – 100% submitted on time</li> <li>Health checks and Audits completed by all schools</li> <li>Health, Safety and Wellbeing –upload HWS meeting minutes in the term of the meeting</li> <li>Evacuation and Lockdown – schools complete once per term with details uploaded to MyHR</li> </ul> </li> </ul>		

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