



Elliott Heads State School

2024 Annual Implementation Plan

School Priorities

School Strategic Plan - 3. • Enhance and embed cyclic academic case management to promote shared accountability for lifting LOAs for all students.

Long-term targets/desired outcomes

- Embed a 'Case Management' approach that is regularly scheduled to enable stakeholders to share insights, track progress and discuss strategies for improvement. Fostering a culture of clarity and shared accountability in education will be valued and identified as best practise.
- Using LOA Data and aligning with the Equity and Excellent priorities, educators will make informed decisions on selecting students as marker students for CASW sessions which are scheduled as part of the Moderation Cycle.

AIP targets/desired outcomes

- Starting Strong (Prep-Year2) Eng & Maths 95% Students Achieving c+
- Starting Strong (Prep - Year 2) 75% Students Achieving A or B
- Building on Foundations (Yr 3-6) Eng & Maths 95% Students Achieving C+
- Building on Foundations (Yr 3-6) 75% Students Achieving A or B
- Continue to lead the region LOA data of minority groups - Students in Care, Indigenous Students, Students with a Disability

School Strategic Plan Strategy:	Implement a structured schedule of regular case management meetings involving all stakeholders, including teachers, support staff, parents, and students.	
Actions		Responsible Officer(s)
Establish Student Support Committee. Schedule regular meeting times. Provide teachers with referral forms & process. Document minutes. (Jan/Feb 2024)		Nichola Lister, Vicky Ross, Bruce Saul, Vanessa Weeks
Identify roles and responsibilities of Student Support Committee. (Feb/Mar 2024)		Nichola Lister, Vicky Ross, Bruce Saul, Vanessa Weeks
School Strategic Plan Strategy:	Emphasize data-driven decision-making in case management meetings, using student performance, attendance, and behaviour data to identify areas for improvement. Encourage educators and stakeholders to bring data-backed insights and evidence to the meetings to guide discussions and strategies.	
Actions		Responsible Officer(s)
Data Wall - audit needs of individual students. Review intervention strategies. Clarify goals and support measures for identified students.		Nichola Lister, Vicky Ross, Bruce Saul, Vanessa Weeks
Prepare Data Wall - Track Ed (Feb 2024) Displaying: Sem 2, 23 LOA Eng & Maths. SWD, ESL, First Nation, In Care, Speech Program (Beg. Term 1 & Term 3)		Kelly Brown, Nichola Lister
School Strategic Plan Strategy:	Schedule CASW sessions and create a consistent forum for discussing individual student progress, setting goals, and sharing insights. Ensure that strategies for improvement are discussed, assigned, and tracked within the CASW framework.	
Actions		Responsible Officer(s)
Distribute PLC Calendar & Moderation Schedule to embed the CASW process across the year.		Nichola Lister



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PLC - 21 Feb Teachers select 2 students as Marker Students. (1 D Student - move to C and 1 C or B student and move up to an A or B) Share writing/work samples - Identify assessable content descriptors	Riley Batt, Kelly Brown, Sarah Hood, Liz Shield, Vanessa Weeks
PLC - Educators collaboratively discuss marker students - identifying evidence & sharing pedagogy, teaching strategies, feedback for students, resources	Riley Batt, Kelly Brown, Sarah Hood, Liz Shield, Vanessa Weeks

School Strategic Plan - 4. • Refine and embed the whole-school approach to fostering assessment-literate students, including the consistent use of Bump it up walls, goal setting and feedback.

Long-term targets/desired outcomes

- Instill a deep understanding of assessment principles among students, ensuring they grasp the purpose and value of assessments in their learning journey. Students will develop the ability to interpret assessment criteria, evaluate their own work, and make informed decisions about their learning.
- The consistent use of Bump it Up walls will become a standard practice throughout our school. These visual displays will not only provide a clear progression of learning but also serve as motivators for students to set higher standards for their work.
- Actively encourage students to set personal and academic goals, fostering a sense of agency and direction in their learning. Every student will have a clear vision of their learning objectives, and goal setting will become a habitual part of their educational experience.

AIP targets/desired outcomes

- Students can articulate: What they are learning & why, How they are doing, How they know, How they can improve and where they go for help.
- Teachers can articulate: 1.What they are teaching 2.Why they are teaching it 3.How they will teach it 4.How they will know when students have learned it or not 5.What is next... if this works or not
- Statewide Priority - READING COMMITMENT
- Implementation of Version 9 Australian Curriculum

School Strategic Plan Strategy:	Cultivate a sense of ownership and agency in students. Engage students in conversations about their learning, encourage them to set ambitious goals for themselves, and to take the initiative and seek feedback for improvement independently.
Actions	Responsible Officer(s)
Classroom teachers share English Assessment tasks with students and explicitly outline purpose and success criteria. (Age Appropriate). Marking Guide and Success Criteria displayed on Bump-it-up wall.	Riley Batt, Kelly Brown, Sarah Hood, Liz Shield, Vanessa Weeks
Learning Walks & Talks - Principal & Curriculum Leader will visit classrooms & ask students 5 questions. Observe classroom displays, Bump it Up Walls, Student Goals	Kelly Brown, Nichola Lister
Teacher Feedback - Following Learning Walks & Talks - Teachers will share answers to 5 questions	Kelly Brown, Nichola Lister
School Strategic Plan Strategy:	Collaborate and engage in professional development sessions focused on the effective use of Bump it Up walls. Share best practices, strategies, and resources among teachers/TA's to ensure consistent implementation and a school-wide



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	approach outlining common expectations and standards for their use.
Actions	Responsible Officer(s)
Schedule PLC meetings in different classroom settings for teachers to share their ways of working and classroom set-up. Share 'Bump-it-up' Wall, Learning Walls and Student Goals along with displays.	Riley Batt, Kelly Brown, Sarah Hood, Nichola Lister, Liz Shield, Vanessa Weeks
Professional Development - Version 9: Identify changes from V8, Highlight what has been added/removed - English & Maths. Focus on Assess. Tasks for 2025. Curriculum Leader & Aspiring leaders present.	Riley Batt, Kelly Brown, Sarah Hood, Nichola Lister, Liz Shield, Vanessa Weeks
READING COMMITMENT - All staff to participate in professional development sessions to build capability and knowledge around teaching reading (Online Modules)	Riley Batt, Belinda Biggs, Kelly Brown, Luke Bundesen, Sarah Hood, Nichola Lister, Lestricia Little, Nicole Roll, Nicole Schubel, Liz Shield, Vanessa Weeks
Share v9 Australian Curriculum and Reading Commitment information with parents & carers through information sessions and newsletter.	Kelly Brown, Sarah Hood, Nichola Lister

School Strategic Plan - 5. • Develop a systematic approach to building the instructional leadership capability of the principal and aspirant staff members.

Long-term targets/desired outcomes

- The principal will lead by example, setting high standards and aspiring staff will receive training, mentorship, and development opportunities.

AIP targets/desired outcomes

- All staff engage in the PDP process and create a plan that aligns with the strategic plan & AIP.
- Aspirant Leaders have clear goals and access opportunities to develop leadership skills and capabilities.

School Strategic Plan Strategy:	Identify potential leaders who demonstrate leadership skills, such as those who take on additional responsibilities, show strong problem-solving skills, or exemplary curriculum knowledge and understanding. Initiate conversations and an open dialogue to discuss career goals, aspirations and interests
Actions	Responsible Officer(s)
Prepare a document that outlines role descriptions and responsibilities. Aspirant leaders identified for instructional leadership opportunities.	Principal
Professional Development Plans - Teaching staff & TAs	Principal
School Strategic Plan Strategy:	Offer opportunities for aspiring leaders to attend leadership training, workshops, and courses to enhance their knowledge and skills. Encourage them to pursue relevant qualifications.



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Actions		Responsible Officer(s)
Develop PLC calendar which provides opportunities for aspirant leaders to lead professional development, inquiry cycle, professional readings, PD modules - aligned to AIP		Principal
School Strategic Plan Strategy:	Assign leadership projects or roles that allow aspiring leaders to gain hands-on experience and demonstrate their abilities. Involve aspiring leaders in school decision-making processes, such as curriculum development, school improvement planning, or policy discussions.	
Actions		Responsible Officer(s)
Professional Learning Community - weekly sessions that focus on building capability. Term planner developed by staff and principal to address EIA topics. Aspiring leaders enabled to lead PLC.		Riley Batt, Kelly Brown, Sarah Hood, Nichola Lister, Liz Shield, Vanessa Weeks

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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EHSS Data Plan for implementation in 2024

School Name: Elliott Heads State School

Data plan leader: Nichola Lister, Principal

Data plan version history: Developed: Feb 2024

Shared with PLC:

Data plan alignment: School strategic plan 2023-2026

Annual Implementation plan 2024

School Strategic Priority	Data set	What is the purpose for using the data? How the data is used	What are the targets / desired outcomes associated with using the data set?	What is the data source? Where is the data stored?	Who is responsible	How does the Data inform Teaching?	Ongoing	Term 1	Term 2	Term 3	Term 4
Student achievement & supporting transitions	Early Start	Diagnostic	Successful Transitions	OneSchool	Tanya, Liz, Michelle, Belinda	Literacy & Numeracy Grouping. Pre-moderation Year 1 & 2		Prep			Prep Yr. 1 Yr. 2
An Explicit Improvement Agenda	RROBE Reading Running Record	Formative	Improve A-C% - Set reading goals Improvement for individ. students.	OneSchool	Classroom Teachers	Monitor student progress in reading. Data to inform grouping of students for reading rotations.	✓	✓		✓	
Analysis & Discussion of Data	PM Reading Running Record	Formative	Improve A-C% - Set reading goals Improvement for individ. students.	OneSchool	Classroom Teachers & TAs	Monitor student progress in reading. Data to inform grouping of students for reading rotations.	✓	✓		✓	
A Culture that Promotes Learning	Phonics Testing	Formative	Improve A-C% Improvement for individ. students.	Student Folio	P-2 Classroom Teachers & TAs	Early Childhood monitoring tool to assist with reading development.	✓				
Targeted Use of School Resources	Soundwaves Spelling	Diagnostic	Improve A-C% Improvement for individ. students.	Student Folio	Classroom Teachers	Pre-moderation unit planning, targeted teaching and individual student development.		✓		✓	
Expert Teaching Team	Mathematics 'Show Me' papers	Diagnostic	Improve A-C% Improvement for individ. students.	Student Folio	Classroom Teachers	Pre-moderation unit planning, targeted teaching and individual student development.		✓	✓	✓	✓
Systemic Curriculum Delivery	Data Wall A-E LOA in English and Maths TrackEd	Formative	Individual Case Management.	Principal Office Whiteboard	Curriculum Leader	Identify individual student needs. Extension programs and intervention/support in English & Maths. Principal & Teacher discussions		✓	✓	✓	✓
Differentiated teaching & Learning	NAPLAN	Summative	Monitors point in time school and individual student achievement	OneSchool SORD	Year 3 & 5 Principal	NAPLAN data is used with LOA & attendance data to inform staff of trends and areas for improvement. Data is used during collaboration for AIP.	✓	✓			
Effective Pedagogical Practices	Report Period – Written report	Summative	Clear communication with parents/carers on student progress	OneSchool	Classroom Teachers Principal	Pre-moderation process – informs planning for following unit of work. Tracking student performance.			✓		✓
Analysis & Discussion of Data	Report Period – SPT Reporting	Summative	Clear communication with parents and carers on student progress	Student Folio	Classroom Teacher, Parents & Students	Students and teachers share English and maths goals with parents. Previous assessment tasks are shared and discussion is generated in regards to the unit of work planned for the following term.			✓		✓
A Culture that Promotes Learning Systemic Curriculum Delivery Effective Pedagogical Practices School Community Partnerships	AEDC	Formative	Monitors school, class and individual growth	AEDC Data Collection	Prep Teacher Principal	Tracking student performance				✓	✓



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Analysis & Discussion of Data Differentiated Teaching & Learning	Behaviour Incident Reports	Formative	Identify Wellbeing lessons and reinforcement of school rules	OneSchool	Principal	Weekly wellbeing & behaviour lessons. Rule of the Week Student attendance to 'Rewards Day'	✓				
Expert Teaching Team A Culture that Promotes Learning	Annual Performance Development Plans	Mandatory Requirement	Staff to identify professional goals linked to AIP	Staff Files	Principal & Staff	Linked to Explicit Improvement Agenda. Collaborative approach to school improvement and building capability	✓	✓		✓	
Analysis & discussion of Data Targeted Use of School Resources Differentiated Teaching & Learning	NCCD	Mandatory Requirement	Record adjustments to support students who are not achieving at a level equal to peers	OneSchool	SEP Teacher, Class Teacher, HOSES & Principal, TA	Monitor student progress and adjustments.	✓				
School Community Partnerships	School Opinion Survey	Mandatory Requirement	Reflection on school environment and improvement agenda	OneSchool	Principal Classroom Teacher	Identify strengths and areas for improvement across the school community				✓	
Systemic curriculum Delivery Analysis & Discussion of Data	Student Assessment Folios	Summative	Collation and archive	Year 6 – Sent to Office Folio moves up with student	Classroom Teachers TA assist	Folio is sent to the classroom teacher assigned to the student the following year. English and Maths assessments can be used as formative data for Pre-moderation	✓				✓

