

Drayton State School
2025 ANNUAL IMPLEMENTATION PLAN



School priority 1		Educational Achievement: Continue to build staff capacity in the teaching of reading and writing to ensure equity and excellence for all students.		Phase	Embedding – E	School priority 2		Wellbeing and Engagement / Culture and Inclusion: Ensure every Drayton State School student achieves success by cultivating an inclusive and positive learning culture.		Phase	Embedding – E		
Link to school review improvement strategy:		This School Priority links to the 2022 Drayton SS Full School Review, with a focus on Analysis and discussion of data (Domain 2) and Differentiated teaching and learning (Domain 7).				Link to school review improvement strategy:		This School Priority links to the 2022 Drayton SS Full School Review, with a focus on An explicit improvement agenda (Domain 1) and A culture that promotes learning (Domain 3).					
Strategy/ies		1.1 Provide opportunities for structured, in-depth data conversations using a range of data, including formative and summative data sets, aligned with Explicit Improvement Agenda (EIA) to ensure continuous improvement of student outcomes and building staff data literacy skills. 1.2 Enhance teachers' capability in delivering high quality, evidence-based, in class differentiation across the Australian Curriculum.				Strategy/ies		2.1 Develop a clear and narrow curriculum improvement agenda, with clearly defined student outcome targets, to guide the school's AIP. 2.2 Ensure the agreed PBL protocols and principles, applying to all tiers of support, are implemented with fidelity, consistency and transparency by leaders and all members of the teaching staff.					
Actions including Responsible officer(s)					Resources		Actions including Responsible officer(s)					Resources	
1.1.1 Staff meeting focus to ensure data conversations take place (P, ST-LAN) 1.1.2 All staff to participate in APDP conversations with a focus on building capability and capacity in alignment with the teaching of reading and writing (P) 1.1.3 All staff participate in at least 3 TATAL sessions each term with a focus on the teaching of reading and writing in alignment with the Australian Curriculum V9 (P, ST-LAN) 1.2.1 Phase 1-4 moderation practices to occur throughout the year (P, ST-LAN) 1.2.2 Timetable alignment to ensure resources support student improvement in reading and writing (P, ST-LAN, BM) 1.2.3 Provision of internal (and external) professional learning around implementation of a low variance curriculum and the fidelity of reading instruction, including a tiered approach to teaching through high quality reading groups (ST-LAN)					* Staff Meeting Time * DRA subscription * Teach Like a Champion * Teacher Release * ST-LAN to have time to work with staff built into timetable * Resource alignment – cost centres directed towards successful outcomes.		2.1.1 Teaching staff to regularly plan and review learning in conjunction with the Class Data Folders (P, ST-LAN) 2.1.2 Teaching staff to be provided with opportunities and support to create Personalised Learning Plans for students to enable and facilitate full and/or differentiated curriculum access (ST-LAN, SET). 2.1.3 Align the procurement and disbursement of human, financial and physical resources to ensure all students are appropriately engaged, challenged and extended in their learning. (P, BM) 2.2.1 Refinement of SSS, PBL Tier 1 (Universal) support systems, Tier II and Tier III critical features with fidelity, including tracking student performance data (P). 2.2.2 Continue to partner with families, local Early Childhood Education and Care (ECEC) services and the wider community to continually enhance culture and transition practices (P, ST-Lan, SET)					* Class Data Folders * PLPs and OneSchool * Human, Financial and Physical Resources * PBL Resourcing * Local Partnerships	
End Term 4	Measurable outcomes	• Diagnostic Student Data Targets as per the Drayton SS Data Plan • English E&E Measures: English A-C (>70% P-2; >84% 3-6) and English A-B (>35% P-2; >35% 3-6) • English E&E Measures First Nation: English A-C (>40% P-2; >70% 3-6) and English A-B (>20% P-2; >20% 3-6) • 100% TATAL, Moderation (internal and external), Staff meeting and ADPD Participation • Learning Walks by all members of the SLT (Staff provided with opportunities to lead learning walks)				End Term 4	Measurable outcomes	• PBL Data Targets as per the Drayton SS Data Plan and PBL Framework • 100% PBL Implementation (including Tier I, Tier II and Tier III supports) • School Opinion Survey Data – Improvement Agreement within Equity and Excellence Measures, Student and Staff Wellbeing Measures from SOS. • >90% Student Attendance					
	Success criteria	Behaviourally: Students can/will: have shown an increased overall Level of Achievement (LOA) in English. Teachers can/will: have increased competency in the teaching of reading in accordance with the simple view of reading Leadership team can/will: coach staff to ensure fidelity of reading groups and the teaching of reading					Success criteria	Behaviourally: Students can/will: have a strong application of the School Creed and defining Drayton SS values Teachers can/will: actively teach PBL lessons weekly, focusing on student engagement, wellbeing and culture. Leadership team can/will: monitor outcomes for all students within our inclusive environment.					
	Artefacts	* Individual student reading goals * Increased Semester 2 (from Semester 1) Report Card LOA Data in English * OneSchool Diagnostic Reading Data * Continually Updated Staff Data Folders * Completed 3 Levels of Planning through the 2024 TATAL Program * TATAL Agendas and Moderation Documentation					Artefacts	• Continually updated Class Data Folders • Relevant Personalised Learning Plan records on OneSchool • School Budget, Workplace reform (HOD-C), Teacher Aide Timetable and Specialist Timetable • Relevant and visible PBL Documentation and Measurable Outcomes • P&C Meeting minutes, fortnightly newsletter, fortnightly assembly and other partnership agreements including Kindergarten Transition Statements (as negotiated)					
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring				
End Term 1	* All students in a differentiated reading group *All students have, and can articulate, their reading goal *100% TATAL participation	Behaviourally: Students can/will: participate in differentiated reading groups Teachers can/will: have grouped students according to diagnostic data Leadership team can/will: coach staff in data literacy and instructional routines to establish reading groups	*LOA Data (at the end of Terms 2 and 4) *OneSchool Diagnostic Reading Data *Updated Staff Data Folders		End Term 1	*All PBL Walls are consistently established in all rooms *PBL-based Shared Practice document (focus on positive praise) established and transmitted to all staff	Behaviourally: Students can/will: clearly understand the expectation of the fortnight. Teachers can/will: create a welcoming class environment for all students. Leadership team can/will: provide the tools/resources to implement PBL.	*PBL Walls *PBL Handbooks *PBL Data *PBL Minutes					
End Term 2	*Sem 1 Report Card data improvement from 2024 *Baseline SPARKLE and DIBELS data collected	Behaviourally: Students can/will: demonstrate increased decoding and fluency skills Teachers can/will: have an enhanced knowledge and understanding of practices in line with the Australian Curriculum V9 and the DoE Reading Portal Leadership team can/will: evidence consistency of teaching practices with the DoE Reading Portal through the Drayton SS Collegial Engagement Framework	*TATAL Agendas and Moderation Documentation *Success Walls established for English Learning Area *Individual student reading goals		End Term 2	*Enhanced HPT Pulse data *SSS Meetings occur weekly *Enhanced Queensland Engagement and Wellbeing Survey data	Behaviourally: Students can/will: feel like they belong at Drayton SS. Teachers can/will: be active participants in the SSS process. Leadership team can/will: use individual student data to ensure all students are realising their potential academically and socially.	*HPT Data *SSS Minutes *QEWS Data					
End Term 3	*Updated Staff Roles, Responsibilities and Accountabilities developed through Sem 1 with alignment to School Priority 1	Behaviourally: Students can/will: demonstrate increased decoding and fluency skills Teachers can/will: have an enhanced knowledge and understanding of practices in line with the Australian Curriculum V9 and the DoE Reading Portal Leadership team can/will: evidence consistency of teaching practices with the DoE Reading Portal through the Drayton SS Collegial Engagement Framework			End Term 3	*Enhanced staff morale SOS data response *Enhanced student safety SOS data response	Behaviourally: Students can/will: feel a sense of school pride at Drayton SS. Teachers can/will: continue to implement PBL Tier I/II and agreed TLAC practices with fidelity. Leadership team can/will: monitor PBL and agreed TLAC practices, observe and provide feedback and be a positive face within the school community.	*SOS data *PBL EBS data *OneSchool data *PBL TFI data *Classroom observations					
Approvals													
This plan was developed in consultation with the school community and meets school needs and systemic requirements.													
Principal		P&C/School Council				School Supervisor							