Greenslopes State School – Annual Improvement Plan 2025

Our Focus

⭐ Educational achievement   🌐 Wellbeing and engagement   🙌 Culture and inclusion

Our Vision

Empowering students to develop as critical and creative thinkers and as compassionate, resilient and adaptive global citizens.

Greenslopes State School Strategic Plan 2022 - 2025

Productive Partnerships	Building and Leveraging Capability	Successful Learners
Greenslopes State School acknowledges that strong local decision making is achieved in partnership with the local community and strengthens and fosters accountability and transparency.	Greenslopes State School recognises that underpinning successful learners are teachers who: ▪ Understand the requirements of the Australian Curriculum ▪ Develop skills to effectively embed high yield pedagogical practices into everyday practice Have a shared commitment to improved student performance and are highly reflective of their practice	Greenslopes State School understands that successful learning takes place in a supportive and engaging school context.

Protocols for Collaborative Capability Development - 2025

	Feed up				Feedback/Feedforward	
	Performance and Development	*Case Management*	*Improving student Performance (ISPs)*	*Professional Learning Teams (PLTs)*	*Instructional Coaching*	*Learning Walks*
Purpose/ Description	▪ Supports the improvement of quality teaching and leadership, assisting schools to enhance student learning through improved professional knowledge, practice and engagement, linked to both the AITSIL standards and the school's Continuum of Practice	▪ To engage collegially to identify, track and implement strategies for improvement for a targeted student in a focus area	▪ To identify and monitor trends in student achievement data and identify students for case management with year level colleagues	▪ PLTs support the moderation cycle for each term, as well as identifying and clarifying issues on curriculum decisions to be made. Students are identified as being below or above expectations and next steps identified for improvement in relation to English LOA.	▪ Instructional Coaching at Greenslopes State School is a dialogical model that focusses on inquiry, using question, listening and conversational moves to help a teacher become aware of answers they already have in themselves.	▪ Our purpose is for ensuring a consistent practice and working towards the school improvement agenda and reflected against using the Continuum of Practice
Timelines	Term (1, 3 highlighted); Week (2–9 highlighted)	Term (1–4); Week (3, 8 highlighted)	Term (1–4); Week (9 highlighted)	Term (1–4 highlighted); Week (1, 2, 4, 6, 8, 10 highlighted)	Term (2, 4 highlighted); Week (4, 5, 6, 7, 8 highlighted)	Term (2, 4 highlighted); Week (5 highlighted)
Focus Group	▪ All staff	▪ Teaching staff	▪ Teaching staff	▪ Teaching staff	▪ All teaching and support ▪ staff (including teacher aides)	▪ Teaching staff
Mode	▪ Mandated ▪ Dialogic ▪ AITSL self-reflection tool ▪ Continuum of Practice ▪ Learning Walk handbook (Teaching) ▪ My HR	▪ Case Management framework	▪ Dialogic ▪ ISP documents per year level	▪ Dialogic ▪ PLT documents on SharePoint ▪ Moderation Cycle	▪ Collegial feedback ▪ Endorsed by LCC ▪ Continuum of Practice	▪ Collegial feedback (group)
Type:	▪ One on one with line ▪ Manager ▪ Observation/Feedback (Teaching)	▪ Year level teams with line Manager – after school	▪ Year Level teams with line manager – in school time	▪ Face to face in year level teams with line manager – in school time	▪ Individual teachers with ▪ instructional (peer) coach ▪ See Coaching Framework	▪ Feedback to staff as group ▪ Teacher appraisal (as part of ▪ Annual Performance Review ▪ Process) individual spoken ▪ with follow up email.

Purpose	Data Set/s	Year Level/s	Target/s and intended students	Term				Links to Strategic Plan	Person/s responsible
Formative	Progressive Achievement Testing	1 - 6	▪ A and B – Stanine 7, 8 and 9 ▪ C – Stanine 4/5/6 ▪ D/E – Stanine 2/3	☐	☐	☒	☐	Successful Learners	☐ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☐ Inclusion Team
	Year 1 Phonics Check	1	▪ 60% Fluent decoders ▪ 30% Developing decoders ▪ 10% Struggling decoders	☐	☐	☒	☐	Successful Learners	☐ Principal ☐ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☐ Inclusion Team
	Reading 2 Learn (R2L) Writing benchmark	P - 6	▪ 2 students below C ▪ 2 students at C ▪ 2 students above C ▪ First Nations students	☒	☒	☒	☒	Successful Learners	☐ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☐ Inclusion Team
	EAL/D band scales	P - 6	▪ EAL/D students	☒	☐	☒	☐	Successful Learners	☐ Principal ☐ Deputy Principal ☐ Head of Department - Curriculum ☐ Teaching staff ☒ Inclusion Team
	DIBELS Screener	P - 6	▪ All students ▪ Subtests determined by year level	☒	☒	☐	☒	Successful Learners	☐ Principal ☐ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☐ Inclusion Team
Summative	Australian Curriculum English (V9)	P - 6	▪ 65% A-B ▪ 95% A-C	☒	☒	☒	☒	Successful Learners	☐ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☒ Inclusion Team
	Australian Curriculum Mathematics (V9)	P - 6	▪ 80% A-B ▪ 95% A-C	☒	☒	☒	☒	Successful Learners	☒ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☒ Inclusion Team
	Australian Curriculum Science (V9)	P - 6	▪ 70% A-B ▪ 95% A-C	☒	☒	☒	☒	Successful Learners	☐ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☒ Inclusion Team
	Australian Curriculum HASS (V8.4)	P - 6	▪ 65% A-B ▪ 95% A-C	☒	☒	☒	☒	Successful Learners	☐ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☒ Inclusion Team
Engagement	Attendance	P – 6	▪ 95% attendance (all students) ▪ 92% attendance (First Nations)	☒	☒	☒	☒	Productive Partnerships	☒ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☐ Teaching staff ☐ Inclusion Team
	Queensland Engagement and Wellbeing (QEW)	4 – 6	▪ 70% of students have a higher perception of academic self-concept than other schools ▪ 80% of students have a higher perception of student-staff relationships than other schools	☐	☒	☐	☐	Successful Learners	☒ Principal ☒ Deputy Principal ☒ Head of Department - Curriculum ☒ Teaching staff ☒ Inclusion Team

School Data Plan - 2025

Greenslopes State School

School priority 1: (To be actioned through Cycle of Inquiry)	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:	Links to School Review – Improvement Strategies.
	Term 1	Term 2	Term 3	Term 4			
Increase the percentage of students achieving an A or B in English by the end of Semester 2 2025, through the development of systemic approach, integrating formative and summative data, moderation processes, visible learning and the feeback cycle to develop student learning goals.	☐ Develop ☐ Implement ☐ Embed ☐ Review	☐ Develop ☐ Implement ☐ Embed ☐ Review	☐ Develop ☐ Implement ☐ Embed ☐ Review	☐ Develop ☐ Implement ☐ Embed ☐ Review	▪ Increase, semester on semester, the percentage of students achieving an A or B in English. ▪ Broader increase in A or B LOA in other subject areas.	▪ Increase in the percentage of students achieving an A or B in English from 65% to 70% across all year levels. ▪ All students have learning goals focusing on next steps of learning prioritising elevated levels of achievement in English. ▪ All classrooms have visible learning walls (Bump it up walls) with a focus on English. ▪ A, B and C exemplars form part of the Bump It Up Walls, making connections between year level expectations and curriculum expectations.	▪ Cultivate a whole-school approach to develop student learning goals, ensuring regular monitoring and reviewing is integral. ▪ Provide opportunities to build staff knowledge of applying and documenting practices for differentiation. ▪ Establish school-wide expectations for the delivery of student learning feedback.

Strategy/ies

By the end of 2025, all students will have an agreed learning goal, aimed at increasing the LOA in English, based on formative and summative assessments.

By the end of 2025, Teachers will record how data from formative and summative assessments have impacted on decision making in the classroom context, with a focus on increasing the numbers of students in each class achieving an A or B in English LOA.

Key Actions	Responsible officer(s):	Resources:
All students have undertaken DIBELS formative assessment data – focus on sound/letter/grapho-phonic representations, oral language fluency and comprehension for older year levels. Data used to inform pedagogical approaches to be incorporated into English unit planning.	▪ Head of Department – Curriculum ▪ Classroom Teachers	▪ DIBELS screener pack resources ▪ Whole School DIBELS tracking resource ▪ Provisional of additional TRS resources to support implementation model.
Strategies and supports identified for students at risk through DIBELS assessment	▪ Head of Department – Curriculum ▪ Inclusion staff ▪ Classroom Teachers	▪ Whole school DIBELS tracking resource
Students identified at risk of decreasing LOA in English identified as part of moderation practices through PLT process as articulated in the Pedagogical Framework	▪ Principal ▪ Deputy Principal ▪ Head of Department – Curriculum ▪ Inclusion staff ▪ Classroom teachers	▪ PLT documents ▪ Assessment – GSS 2025 Formative Assessment ▪ Unit Planning documentation
The use of R2L baselines (2x lower; 2 x at; 2 x above) as part of the pre-moderation focus, providing additional information around the scaffolding required.	▪ Deputy Principal ▪ Head of Department – Curriculum ▪ Classroom teachers.	▪ R2L Baselines and scoring sheets ▪ PLT schedule
Collaboratively establish protocols for Learning Goals for use at Greenslopes State School.	▪ Principal	▪ Staff Meetings ▪ Pupil Free Days

Markers for Success

	Students can/will:	Teachers can/will:	Leadership team can/will:
Success Criteria:	☐ Identify and recall a Learning Goal, based on improving their LOA in English. ☐ Identify next steps of learning on a class Bump it up Wall.	☐ Document decisions on the impact of teaching and learning based on formative and summative assessment data ☐ Co-construct learning goals for each student based upon the identified next steps for individual students or cohorts of students within each class. ☐ Ensure clearly articulated Bump It Up Walls include exemplars of A, B and C LOA in English.	☐ Lead the moderation process through the PLTs with a focus on identifying next steps for student improvement in LOA in English. ☐ Lead the collaboration amongst staff in developing a shared commitment to protocols for Learning Goals. ☐ Engage with all staff, through the Collegial Engagement Framework, to quality assure implementation to advance outcomes for all students. ☐ Review implementation and respond as necessary.
As evidenced by:	☐ Classroom Bump it Up Walls ☐ Student Goals ☐ Learning Walks	☐ PLT documentation demonstrating evidence of differentiation for students ☐ GSS Continuum of Practice ☐ DIBELS Whole School tracking resource ☐ Classroom Bump it up Walls ☐ PLT documentation ☐ R2L Baseline data	☐ Protocols for Learning Goals. ☐ PLT documentation ☐ Increase in student LOA in English semester on semester

Greenslopes
STATE SCHOOL

School priority 2: *(To be actioned through Cycle of Inquiry)*	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:	Links to School Review – Improvement Strategies.
	Term 1	Term 2	Term 3	Term 4			
Re-invigorate the school's approaches to the Teaching of Reading across the school, with a focus of aligning Version 9 of the English Curriculum and current research into the development of reading.	☐ *Develop* ☐ *Implement* ☐ *Embed* ☐ *Review*	☐ *Develop* ☐ *Implement* ☐ *Embed* ☐ *Review*	☐ *Develop* ☐ *Implement* ☐ *Embed* ☐ *Review*	☐ *Develop* ☐ *Implement* ☐ *Embed* ☐ *Review*	▪ Long term improvement in A and B outcomes for English LOA for students in the Early Years	▪ Reduced percentages of at-risk students over a period of 12 months using DIBELS data ▪ Scope and Sequence for the teaching of letters, sounds and grapho-phonic knowledge established. ▪ New resources and systems in place to support the development of a new scope and sequence.	▪ Build teachers' depth of knowledge of AC content and associated assessment tasks to allow them to continue to develop curriculum offerings that provide suitable challenge for all learners.

Strategy/ies

By the end of 2025, teachers will be using a scope and sequence to support the introduction and teaching of sounds. Letters, grapho-phonic relationships and phonemic awareness across the Early Years, aligned to V9 of the English Curriculum and current research trends.

By the end of 2025, teachers in the early years will have the appropriate resources, artefacts and professional knowledge to ensure that pedagogical approaches used are aligned to V9 of the English Curriculum and current research trends.

Key Actions	Responsible officer(s):	Resources:
Development of a Scope and Sequence to support the teaching of reading and the implementation of Version 9 English and current research trends.	▪ Head of Department - Curriculum	▪ Version 9 English (AC) ▪ Reading Position Statement ▪ Overview – Effective teaching of reading ▪ Reading through the Australian Curriculum
New reading resources purchased and new systems in place to support effective teaching, implementation of scope and sequence and monitoring of resources.	▪ Principal	▪ School Budget
All students have undertaken DIBELS formative assessment data – focus on sound/letter/grapho-phonic representations, oral language fluency and comprehension for older year levels. Data used to inform pedagogical approaches to be incorporated into English unit planning.	▪ Head of Department - Curriculum	▪ DIBELS screener pack resources ▪ Provisional of additional TRS resources to support implementation model.
Strategies and supports identified for students at risk through DIBELS assessment.	▪ Head of Department – Curriculum ▪ Inclusion staff ▪ Classroom Teachers	▪ Whole school DIBELS tracking resource
Re-invigorated literacy blocks across P – 2 with a focus on the explicit instruction of: phonics; letter sound names; phonemic awareness and grapho-sound relationships.	▪ Head of Department - Curriculum	▪ Teacher aide time ▪ Timetabling ▪ Reading resources
Quality assure alignment between the Scope and Sequence; Version 9 of English (AC) with DIBELS.	▪ Head of Department - Curriculum	▪ AC English (V9) ▪ DIBELS Administration Guide
Provide additional professional development; year level cohort and individual, to support implementation of the Scope and Sequence.	▪ Head of Department - Curriculum	▪ Professional Development budget ▪ Queensland Futures Institute ▪ Collegial Engagement Framework

Markers for success

	Students can/will:	Teachers can/will:	Leadership team can/will:
Success Criteria:	☐ Identify 42 Letter Names by the end of Prep (DIBELS) ☐ Identify 59 Letter Names by the end of Year 1 (DIBELS) ☐ Identify 45 separate phonemes in phoneme segmentation fluency testing by the end of Year 1 (DIBELS) ☐ Decode 15 nonsense words accurately by the end of Year 1 (DIBELS) ☐ Decode 20 nonsense words accurately by the end of Year 2 (DIBELS) ☐ Decode 10 sight words fluently within 1 min by the end of Prep (DIBELS) ☐ Decode 25 sight words fluently within 1 min by the end of Year 1 (DIBELS) ☐ Decode 36 sight words fluently within 1 min by the end of Year 2 (DIBELS)	☐ Interrogate DIBELS data to identify strategies to support students at risk. ☐ Implement and integrate the Scope and Sequence with Literacy blocks. ☐ Engage proactively with professional learning to further enhance individual capability. ☐ Identify appropriate resources in order to implement the scope and sequence.	☐ Develop and implement a scope and sequence supporting the development of a literacy block, aligned to V9 English (AC) and current research trends. ☐ Review implementation and respond as necessary, using Implementation Guide and Signposts (see below).
As evidenced by:	☐ DIBELS Whole School tracking resource ☐ GSS – 2025 Formative Assessment Tracking tool	☐ Continuum of Practice ☐ PLT documents ☐ Unit Planning ☐ ISPs ☐ Scope and Sequence – The Teaching of Reading	☐ Scope and Sequence - the Teaching of Reading. ☐ Resources made available to support implementation of the Scope and Sequence. ☐ Reading through the Australian Curriculum – Implementation Guide and Signposts