

BIGGERA WATERS STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



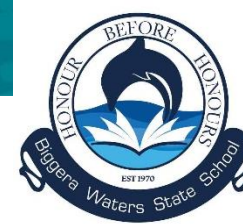
Educational achievement



Wellbeing and engagement



Culture and inclusion



School priority 1: Educational achievement Improve A-B English LOA data by collaboratively developing and implementing agreed pedagogical approaches school wide		Monitoring																																												
		Term 1	Term 2	Term 3	Term 4																																									
Link to school review improvement strategy: Sharpen strategic processes, with a focus on collaboratively identifying strategies , targets, timelines and success measures, along with approaches from the framework of ‘Clarity’ , that support the achievement of targets in English.	Long term measurable/desired outcomes: Teachers: <ul style="list-style-type: none">engaged in a coaching cycle twice a year focused on targeted improvement areas.Structured synthetic phonics program implemented P-2, and ongoing literacy development program implemented 3-6All lessons prepared with an agreed upon structure that demonstrates a deep understanding of the pedagogy required to develop the cognitive demands evident in the AC V9 Students: <ul style="list-style-type: none">Will be able to select correct graphic organisers to problem solveWill be able to effectively apply feedback to lift performanceWill be able to use classroom learning walls effectively to lift performanceWill be able to articulate individual goals and strategies to improve learning.P-6 English A-B LOA- 65%P-6 English A-C LOA- 95%	AIP measurable/desired outcomes: Teachers <ul style="list-style-type: none">engaged in a watching others work process, and one coaching sessionStructured synthetic phonics program implemented P-22025 implementation plan developed for literacy approach for grade 3All staff using an agreed lesson structure, and utilising cognitive verb development strategies within their pedagogy. Students <ul style="list-style-type: none">Will understand the components and expectations of an explicit instruction lessonWill develop their own learning goals and strategies to lift performance100% of P-2 increasing by at least 20 points in Intialit cumulative review.90% of P-2 students in orange or green in Intitalit cumulative review.English LOA																																												
Strategies <ol style="list-style-type: none">Data informed decision makingA shared understanding of pedagogical language and agreed approachesCollegial approach to planning and moderation		<table><tr><td></td><td colspan="2">A-C %</td><td colspan="2">A-B%</td></tr><tr><td>Grade</td><td>2023</td><td>2024</td><td>2023</td><td>2024</td></tr><tr><td>P</td><td>-</td><td>92</td><td>-</td><td>60</td></tr><tr><td>1</td><td>92.5</td><td>94</td><td>63</td><td>65</td></tr><tr><td>2</td><td>88</td><td>90</td><td>63</td><td>65</td></tr><tr><td>3</td><td>97</td><td>98</td><td>64</td><td>65</td></tr><tr><td>4</td><td>95</td><td>96</td><td>58</td><td>60</td></tr><tr><td>5</td><td>96</td><td>97</td><td>56</td><td>60</td></tr><tr><td>6</td><td>88</td><td>90</td><td>40</td><td>50</td></tr></table>		A-C %		A-B%		Grade	2023	2024	2023	2024	P	-	92	-	60	1	92.5	94	63	65	2	88	90	63	65	3	97	98	64	65	4	95	96	58	60	5	96	97	56	60	6	88	90	40
	A-C %		A-B%																																											
Grade	2023	2024	2023	2024																																										
P	-	92	-	60																																										
1	92.5	94	63	65																																										
2	88	90	63	65																																										
3	97	98	64	65																																										
4	95	96	58	60																																										
5	96	97	56	60																																										
6	88	90	40	50																																										
Leadership Actions: <ol style="list-style-type: none">Introduce additional 30 min NCT for class teachers in 2024 for collaborative planning and watching others work. (T1)Develop and implement data conversations each term (ongoing)Implement Initialit program in year 2 in 2024 (Term 1)Research (T1), select (T2) and prepare for implementation (T3,4) of an agreed literacy approach for year 3 for 2025Refine CDAP (Capability development alignment planner) to focus on upskilling staff in pedagogical approaches and implement professional development (ongoing)Introduction of U2B mentor to develop support staff in extension of U2B studentsRefine CDS (Capability Development Sessions) schedule to focus on collaborative development of shared pedagogical understanding based on curriculum demands. (ongoing)Collaboratively review and refine the collegial engagement framework to include watching others work and coaching cycles. (ongoing)	Responsible officer(s): <ul style="list-style-type: none">PrincipalDeputy PrincipalsHODcPedagogy mentor/HODcPedagogy Mentor	Resources: <ul style="list-style-type: none">.6 FTE (\$60,000) allocated to increase teacher NCT to 3hrs (I4S) to incorporatae dtaa conversations, collaborative planning and Wathcing others work.9 FTE (\$100,000) Pedagogy Mentor to support staff development (I4S)Purchase of initialit 2 program (\$10,000)5 TRS days (\$2500) to research and select literacy approach for 3-6 (I4S)\$75,000 TRS to enable CDS days (I4S).6 U2B mentor																																												

School priority 2: Culture and inclusion Increase DDA LOA A-C data for students in vulnerable categories by collaboratively reviewing and refine Inclusive practice structures, approaches and processes.		Monitoring			
		Term 1	Term 2	Term 3	Term 4
Monitoring Link to school review improvement strategy: Collaboratively embed the school's inclusion framework that builds a mindset of staff for IE and identifies consistent and transparent systems and processes, and prioritises actions and accountabilities.	Long term measurable/desired outcomes: Teachers: <ul style="list-style-type: none"> 100% of Students with additional needs have PLPs written and implemented Students: <ul style="list-style-type: none"> Will be able to access the curriculum using the adjustments provided to them P-6 English A-C LOA as above in table 1.0 Prep and 1 SDAs =0 Attendance >93% 	AIP measurable/desired outcomes: Leaders: <ul style="list-style-type: none"> Inclusive approach to education document created Updated roles document Teachers: <ul style="list-style-type: none"> 100% of Students with additional needs have PLPs written and implemented Using inclusive language Students: <ul style="list-style-type: none"> Will be able to access the curriculum using the adjustments provided to them P-6 English A-C LOA- as above in table 1.0 Prep and 1 SDA less than 1% Attendance > 90% Student SOS result > 85% 			
Strategies <ol style="list-style-type: none"> An inclusive a differentiated approach to teaching and learning Effective, and productive relationships between all stakeholders. 					
Actions: <ol style="list-style-type: none"> Collaboratively review and refine role descriptions school wide to ensure clear and accountable areas of responsibility (T1) Using the inclusive practices Scan and Assess, develop, communicate and implement inclusive approach to education document and simple agreed processes for identifying, developing and enacting student adjustments and supports. (T1,2) Collaboratively develop and implement a community and parent communication guide. (T2) 	Responsible officer(s): <ul style="list-style-type: none"> Principal HOSES DP 	Resources: <ul style="list-style-type: none"> .6 FTE (\$60,000) allocated to increase teacher NCT to 3hrs (I4S) to incorporate meetings 3 times a term with Target Teachers. Inclusive Practices scan and assess report PD for target Teachers 			

School priority 3: Wellbeing and Engagement Student Engagement and wellbeing :Maximise student learning days and student wellbeing by collaboratively reviewing and refining Student Engagement structures and processes. Staff Wellbeing: Maintain focus on positive school culture and staff wellbeing.		Monitoring			
		Term 1	Term 2	Term 3	Term 4
Link to school review improvement strategy: Build capability of staff and the IE team to meet the diverse learning needs of all students, including those with complex case needs, and to provide expertise within year level teams.	Long term measurable/desired outcomes: Teachers: School Opinion Survey – Staff Responses >90% Students <ul style="list-style-type: none">Will be able to articulate and enact individualised approaches to self regulation.Will be empowered to make choices to support their own learning and needsWill be able to articulate and demonstrate the expectations of the school community.Prep and 1 SDAs =0Attendance >93%85% of students with attendance rate greater than 89%All Year 6 students participating in High School transitions	AIP measurable/desired outcomes: Leaders <ul style="list-style-type: none">Updated Roles document publishedPBL included in CDAP planUpdated Data planLCC process documented .Teachers: <ul style="list-style-type: none">Published tiered response to intervention process created and enactedUsing the common language and approaches within the document Students <ul style="list-style-type: none">Will be able to understand and describe zones of regulation strategiesWill be able to articulate and demonstrate their individual regulation strategiesWill feel safe to follow the strategies within their support plansPrep and 1 SDA less than 1%Attendance > 90%Student SOS result > 85%Parent SOS result > 85%			
Strategies Student Engagement and wellbeing <ul style="list-style-type: none">Tiered approach to interventionCollaborative approach with families to increase attendance Staff Wellbeing <ul style="list-style-type: none">A shared understanding and belief of what constitutes staff wellbeingConsultation, feedback and input into school decisions to promote a sense of ownership and accountability					
Actions: <ul style="list-style-type: none">Collaboratively review and refine role descriptions school wide to ensure clear and accountable areas of responsibility (T1)Strengthen student council to give student voice to procedures and policies.(T1)Review and refine data plan to encompass a focus on student behaviour and attendance, and further refine the processes surrounding the improvement of these areas.(T1)Allocate time at each staff meeting to review PBL data and strategies to engage learners (ongoing)Collaboratively review, refine and implement the Student code of Conduct to reflect current best practice. (T1)Review LCC structures and processes to maximise staff consultation and decision making feedback (T2)	Responsible officer(s): <ul style="list-style-type: none">PrincipalDeputy PrincipalEngagement TeacherHoDC	Resources: <ul style="list-style-type: none">CDAP planFBA training (I4S)PD- Trauma informed practices (I4S)School funded engagement teacher (I4S)			
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	