

2024 ANNUAL IMPLEMENTATION PLAN

WORK HARD
Be Kind



Educational Achievement Priority 2

Increase the number of students achieving A, B and C grades in Australian Curriculum English.

Targets % of students A,B,C English

Prep	88%
Year 1	89.1%
Year 2	86.7%
Year 3	86.5%
Year 4	93%
Year 5	99.8%
Year 6	97.5%
Whole school mean	88%
All students receive a A-E grade on their S1 and S2 report card.	

	Leadership	Teachers	Support Staff	Students
Implementation of Australian Curriculum	<p>Provide professional development, coaching, support and feedback on P-12 CARF and AUS Curriculum.</p> <p>Provide time and resources for teachers to participate in professional collaboration.</p>	<p>Actively participate in collaborative planning with colleagues and professional development.</p> <p>Planning, teaching, assessing and reporting aligned to P-12 CARF.</p>	<p>Appropriate and planned support for teaching colleagues and students in classrooms.</p>	<p>Complete school work and assessment tasks.</p> <p>Attend school regularly.</p>
Academic Case Management	<p>Provide coaching, support, feedback and advice.</p> <p>Provide resourcing and time for collaborative planning and professional dialogue.</p> <p>Participate in collaborative planning and professional dialogue. Ensure non-negotiables are displayed – modelled responses and success criteria.</p> <p>During classroom visits, check children understanding of modelled responses.</p> <p>Analyse and discuss students' data and progress with teaching colleagues.</p> <p>Lead Tier 3 case management support with regional, external and school support services.</p>	<p>Make assessment visible through the co-construction of Success Criteria and Modelled responses at the A, B, C level.</p> <p>Empower students to use the modelled responses effectively.</p> <p>Provide formative feedback to students based on 'next steps' in relation to success criteria.</p> <p>Actively participate in collaborative planning with colleagues.</p> <p>Collaboratively plan for effective delivery of Australian Curriculum with high quality differentiation and reasonable adjustments.</p> <p>Engage in all 4 stages of moderation to ensure consistency of delivery, assessment and teacher judgement.</p>	<p>Appropriate and planned support for teaching colleagues and students in classrooms.</p> <p>Understand the role of modelled responses and success criteria.</p>	<p>Understand and know progress level and next steps for learning.</p> <p>Co-construct modelled responses as use these as a point of reference for improvement.</p> <p>Complete school work and assessment tasks.</p> <p>Take advantage of reasonable adjustments.</p> <p>Attend school regularly.</p>
The Teaching of Reading P-2	<p>Provide resourcing and time for professional development in the Science of Reading.</p> <p>Provide additional SLP time to support teachers.</p>	<p>Understand and articulate the Science of Reading components.</p> <p>Implement daily review in classrooms.</p> <p>Provides phonics instruction that is systematic and explicit.</p>	<p>Appropriate and planned support for teaching colleagues and students in classrooms.</p> <p>Understand the role of phonemic awareness and phonics within literacy development.</p>	<p>Show confidence with engaging with reading, literacy tasks.</p> <p>Make accurate sound choices when writing and reading.</p>

Culture and Inclusion Priority 3

Increase the engagement and participation of all students.

Targets

Increase Attendance to 90%
Reduce MAJOR Behaviour incidents by 25%
<p>Improve % on School Opinion survey items:</p> <ul style="list-style-type: none"> Student behaviour is well managed here – across STUDENTS, PARENTS & STAFF. I feel this school is a safe place to work – STAFF. I feel confident in managing the behaviour of all of my students – STAFF This school keeps me well informed – PARENTS I can talk to teachers about my concerns – STUDENTS

	Leadership	Teachers	Support Staff	Students
REVIEW – Current school Behaviour plan and support Framework.	<p>Provide resourcing and time for training and professional development over the course of 2023 with Tier 1 implementation scheduled for 2025.</p> <p>Provide clarity in school wide processes for responding and supporting student behaviour.</p>	<p>Actively engage in the co-development of school wide processes.</p> <p>Enact school wide processes for responding and supporting student behaviour.</p>	<p>Implement essential skills into classroom practice.</p> <p>Actively engage in the co-development of school wide processes.</p> <p>Enact school wide processes for responding and supporting student behaviour.</p>	<p>Demonstrate school values.</p> <p>Follow school expectations and rules.</p> <p>Access help and support from staff when needed.</p>
REFRESH - Trauma Informed Practices & Essential Classroom Practices	<p>Provide resourcing and time for training and professional development – Australian Childhood foundation modules</p> <p>Ensure Non-negotiables are completed as part of the school wide Morning Routine</p> <p>Provide Essential skills in classroom management training.</p>	<p>Understand and embed Trauma Informed practices into classroom.</p> <p>Ensure Non-negotiables are displayed / enacted daily – Morning Routine</p> <ul style="list-style-type: none"> Zones of Regulation Morning Circle Mindfulness <p>Implement essential skills into classroom practice.</p>	<p>Understand and embed Trauma Informed practices.</p> <p>Understand the role of the Non-negotiables (Morning Routine) and support teaching colleagues with the delivery of these in the classroom.</p> <p>Implement essential skills into classroom practice.</p>	<p>Use the Zones of Regulation to communicate emotional awareness.</p> <p>Use self-regulation strategies with support / independently.</p> <p>Feel safe and supported at school.</p>
PREPARE - Positive Behaviour for Learning	<p>Review Student Code of Conduct and whole school processes for supporting and responding to behaviour.</p> <p>Develop and communicate a multi-tiered level of support framework.</p> <p>Provide additional Behaviour support staff and specialists services.</p> <p>Provide clear processes for Student Support Services referrals.</p>	<p>Understand and utilise the Student Support Services referral process where required.</p> <p>Implement Tier 1 intervention strategies and proactive supports.</p> <p>Understand and use school behaviour processes as outlined in Student Code of Conduct.</p>	<p>Understand and utilise the Student Support Services referral process where required.</p> <p>Implement Tier 1 intervention strategies and proactive supports.</p>	<p>Attends school regularly.</p> <p>Completes school work and assessment.</p> <p>Feels safe and supported at school.</p>

Principal – Eliza Borsht

P&C President – Penelope Edwards

School Supervisor – Tracy Egan