

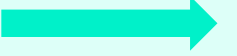







Annual Implementation Plan 2024





	Key Improvement Strategy	Pupil Free Days	Term 1	Term 2	Term 3	Term 4	Responsibility	Expected Outcomes
Curriculum	<p>Review the structure and purpose of year level cohort planning to strengthen collaborative curriculum design and revitalisation.</p> <p>Embed the AC general capabilities and cross-curriculum priorities within unit planning processes to deepen teacher capability to design and deliver relevant and engaging curriculum.</p>	<ul style="list-style-type: none"> Complete Pre-moderation of Mathematics in year levels. 	<ul style="list-style-type: none"> Plan and implement English units aligned to Version 9. English unit assessment alignment planner in each year level will include learning focus on general capability of Critical and Creative thinking. 	 <ul style="list-style-type: none"> Engage in cluster moderation for English learning area. Leadership team will engage in Mathematics Version 9 familiarisation activities. 	 <ul style="list-style-type: none"> Cohort leaders will engage in Mathematics Version 9 familiarisation activities. 	 <ul style="list-style-type: none"> All teachers will utilise the assessment alignment planner to embed identified general capability of Critical and Creative thinking in the English unit plan. All teachers will plan and implement Mathematics unit 1 aligned to Version 9. 	<ul style="list-style-type: none"> Head of Department – Curriculum Version 9 Mathematics – HOD-C, DP – (focus area P-3) DP – (focus area 4-6) Leadership Team Cohort Leaders (differentiated per year level) All Classroom Teachers 	<ul style="list-style-type: none"> 1% improvement in each year level (English) for C-A level of achievement and D-C level of achievement
	<p>Formalise planning processes that include reviewing a range of relevant data to develop unit plans that are responsive to the learning needs of all students.</p>	<ul style="list-style-type: none"> Engage in hub/cohort/class level data to set targets 	<ul style="list-style-type: none"> Continue to check progress of target students including B to A, C to B and D to C through CASW process at a classroom level and LW&T/classroom visits at a leadership level. 	<ul style="list-style-type: none"> Review previous term's data and progress of target students including B to A, C to B and D to C before planning days to develop unit plans that caters for needs of students at a cohort and classroom level. 	<ul style="list-style-type: none"> Review previous term's data and progress of target students including B to A, C to B and D to C before planning days to develop unit plans that caters for needs of students at a cohort and classroom level. 	<ul style="list-style-type: none"> Review whole school assessment and reporting plan to reflect and implement P-12 Framework for reporting on learning areas. 	<ul style="list-style-type: none"> Head of Department – Curriculum Leadership Team 	<ul style="list-style-type: none"> 1% improvement in each year level (English) for C-A level of achievement and B-A level of achievement Teacher engagement in local cluster group formed in 2024 for external moderation and LWTs process from T2 onwards
Pedagogy	<p>Strengthen staff understanding of the agreed pedagogies, supporting teachers to identify and apply this knowledge to match the learners and context of learning to provide high-quality learning experiences and stronger outcomes for all students.</p>	<p>Promotion of agreed pedagogies and one-page descriptions. Collaboration across and between cohort teams – initial brainstorm of all elements of each pedagogy (initial grab for checklists)</p>	<ul style="list-style-type: none"> Establish team for continuing with creation of the pedagogical playbook (checklists - questioning) Growth Coaching all staff Learning Walk and Talks & Calibration twice per term Class Visits – Questioning Whole Staff Professional development – Blooms Taxonomy for Questioning 	 <ul style="list-style-type: none"> Continue creation of the pedagogical playbook (checklists – bump it up walls & close reading) 'testing' and refining of checklists Professional Development opportunities for all staff for consolidation of consistency of implementing structured synthetic phonics (PLD) across year levels Build a process of quality assurance/moderation of PLD assessment across year levels through random sampling 	 <ul style="list-style-type: none"> Continue creation of the pedagogical playbook (checklists – explicit instruction) 'testing' and refining of checklists Class Visits – Data Conversations Continue quality assurance/moderation of PLD assessment across year levels through random sampling 	 <ul style="list-style-type: none"> Continue creation of the pedagogical playbook (checklists – structured synthetic phonics) Continue quality assurance/moderation of PLD assessment across year levels through random sampling 	<ul style="list-style-type: none"> Principal Deputy Principals Head of Department- Curriculum Coaches Cohort Leaders Classroom teachers Teacher aides 	<ul style="list-style-type: none"> 1% improvement in each year level (English) for C-A level of achievement and B-A level of achievement Pedagogical Playbook enacted 100% teacher engagement in calibration processes (inc specialist teachers) All teachers receiving feedback 3 times per year, related to pedagogical practice
	<p>Enhance teachers' capability and confidence in digital pedagogy to embed future-focused learning practices that support every student to realise their potential.</p>	<p>Make staff aware of this focus area and the work being completed in 2024</p>	<p>NA</p>	<ul style="list-style-type: none"> Explore evidence-informed approaches to digital pedagogy. 	<ul style="list-style-type: none"> School Leaders to complete scan of cohorts' use of iPads and other digital technologies in teaching and learning (who, what, when, where, how) 	<ul style="list-style-type: none"> Deputy Principal – Pedagogy HOD-C Cohort Leaders STEM teachers 	<ul style="list-style-type: none"> Creation of 2025 Action Plan (informed through scan and assess/develop) 	
Wellbeing	<p>Continue to build learner understanding in wellbeing practices and curriculum through collaboratively created whole school documents and processes to enhance learner wellbeing.</p> <p>(Monitor)</p>	<ul style="list-style-type: none"> Engage with teams, celebrating the Hub Structure of BBSS PBL Processes and practices explained. Explanation of the PBL Team roles in 2024 	<ul style="list-style-type: none"> Familiarisation for a team of teachers to familiarise with elements of the Respectful Relationships Education (RRE) Exploration of ways to deliver wellbeing/PBL lessons that incorporate resources from RRE (Respectful Relationships Education) from term 2. 	<ul style="list-style-type: none"> Students engage in an Inclusion that fosters understanding of neurodivergent people and therefore builds understanding of resilience and wellbeing e.g. Seamus Evans All staff will engage in understanding RRE (Respectful Relationships Education) and 	<ul style="list-style-type: none"> Staff and parents across two differentiated sessions engage with an expert of the online experience for children and pre-adolescents. e.g., Rebecca Sparrow. 	<ul style="list-style-type: none"> Deputy Principals – PBL Engagement Teacher All staff 	<ul style="list-style-type: none"> Attendance Rate Target – 93% 	

			Staff continue to enact Tier 1,2 and 3 processes specifically teaching students PBL expectations, using school wide language, utilising the school wide artefacts, monitoring data and the success of strategies and co-creating and enacting plans involving all key stakeholders.	how it is used to plan PBL lessons.					
			Co- develop clarity around the Engagement Teacher role	Consult with the staff, parents/caregivers and community to compose the 2024-2027 Student Code of Conduct					
Culture	Develop ways to celebrate success and acknowledge progress of the EIA to further enhance staff culture and morale	<ul style="list-style-type: none"> Building team ways of working, within hub model Unpacking 2024 strategic agenda 	<ul style="list-style-type: none"> End of term staff breakfast Acknowledging progress made in AIP Sharing of successful pedagogical practices of T1. 	<ul style="list-style-type: none"> End of term staff breakfast Acknowledging process made in AIP Sharing of successful pedagogical practices of T2. 	<ul style="list-style-type: none"> End of term staff breakfast Acknowledging process made in AIP Sharing of successful pedagogical practices of T3. 	<ul style="list-style-type: none"> End of term staff breakfast Acknowledging process made in AIP Sharing of successful pedagogical practices of T4. 	<ul style="list-style-type: none"> Leadership Team 	<ul style="list-style-type: none"> Active Hub engagement across 4 meetings per term 	
	Develop ways to further engage parent and community members to build capability to maintain a proactive Parents and Citizens' Association (P&C) that provides positive outcomes and opportunities for all students.	<ul style="list-style-type: none"> Parent meet & greet opportunity provided to all families 	<ul style="list-style-type: none"> Communicate through the newsletter blurb about the P and C Deputies to communicate with parents through their year beginning welcome emails Scheduled Facebook posts to occur three times a term informing of P and C meetings, purpose and actions of P and C 					<ul style="list-style-type: none"> Deputy Principal – Pedagogy HOD-C 	<ul style="list-style-type: none"> First Nations afternoon tea once per term EALD afternoon tea once per term Twice per term P & C meetings
	Collaboratively develop a collegial engagement framework to describe and deliver further opportunities for all staff to work with and learn from each other to ensure sustainability of the EIA.		<ul style="list-style-type: none"> Leadership Team to document the collegial engagement occurring within the school QTU Rep to attend LCC training 	<ul style="list-style-type: none"> Leadership Team to document the collegial engagement occurring within the school Engage with QTU regional organiser 	<ul style="list-style-type: none"> Leadership Team to document the collegial engagement occurring within the school 	<ul style="list-style-type: none"> Leadership Team to familiarise with the Collegial engagement (QTU) scheme. 	<ul style="list-style-type: none"> Leadership Team 	<ul style="list-style-type: none"> Ways of Working Teacher visits once per term March LCC training for QTU representative 	
Inclusion	Strengthen the range of transition opportunities to enhance links across educational sectors and maximise benefits for every student.	<ul style="list-style-type: none"> Prep team to analyse transition statement data for the incoming cohort 	<ul style="list-style-type: none"> Develop PLRs for Students with Disabilities (SWD)and imputed Prep students and new enrolments to inclusion, to prepare for NCCD data count. 	<ul style="list-style-type: none"> Develop a transition plan to outline a whole school transition processes e.g. Y6 to Y7 program and visits, Prep Transition Visits, Prep SWD Process and Early entry to Prep, transition network extension, Inter year level Transition, Transition documentation and resources 	<ul style="list-style-type: none"> Extend transition to high school network. 	<ul style="list-style-type: none"> Transition to Secondary Language Program Prep-Transition Process e.g. Kindy visits, SWD Transition Process(DDA PLRs for anticipated diagnosed SWD students, Generating ASD Transition Tools), Develop DDA PLRs for Future Preps with Disability Diagnosis 	<ul style="list-style-type: none"> Student Teams – (DP, HOIS, GO, Incl.T, Parents, Outside Providers) 	<ul style="list-style-type: none"> Develop PLRs for Students with Disabilities (SWD) Prep and new to the school SWD students, if their disability has a functional impact on accessing the curriculum. 	
	Strengthen staff knowledge and application of differentiated, focused and intensive teaching approaches to cater for the range of students including high-achieving students.	<ul style="list-style-type: none"> SFD Case studies analysis to support Teacher understanding of levels of reasonable adjustments at the differentiated, supplementary, substantial and extensive level. Knowing our students – data analysis at whole school, hub, cohort, and class levels to support choice of reasonable adjustments to support and extend all students. 	<ul style="list-style-type: none"> Outline the process of identifying Gifted and Talented and Twice Exceptional learners Outline and refine tracking tools for ICP support and ICP Extension Develop ICPs for DYL (Different Year Level) Support and DYL Extension NCCD Data capture to include students with disability and gifted and talented Develop Curriculum materials that model approaches to differentiation for students with disability and gifted students 	<ul style="list-style-type: none"> NCCD Moderation process to include gifted students Continue co-design of ICP curriculum support materials for DYL Support and DYL Extension. 	<ul style="list-style-type: none"> Finalise NCCD Data capture Continue co-design of ICP curriculum support materials for DYL Support and DYL Extension 	<ul style="list-style-type: none"> Continue co-design of curriculum support materials for ICP for DYL Support and DYL Extension 	<ul style="list-style-type: none"> HOIS/Incl. T provide student specific examples to build/extend knowledge around reasonable adjustment at the 4 levels HOIS/Incl. T support Teachers in the recording of reasonable adjustments, in the English year level 'Differentiation planners' for both SWD and students with imputed disabilities and record support provisions Inclusion Teachers – support implementation of reasonable adjustments across the 4 levels . HOIS support implementation of extensive level adjustments for individual students to support engagement. 	<ul style="list-style-type: none"> 1% improvement for focus groups: Tracking data for <u>First Nations, EAL/D, DDA</u> (English) for D to C LOA, C to B level of achievement and B to A level of achievement 1% improvement in ICP student engagement: by tracking ICP achievement data 1% Improvement in SWD Engagement data: visible in English data and a reduction in behaviour data for SWD students 	

Principal (Stephen Auer)

School Council Chair (Tom Bell)

Date: 4/3/24

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