

BUNDABERG WEST STATE SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

School priority 1		<ul style="list-style-type: none">To promote equity and excellence: improve student outcomes in English by valuing culture and creating inclusive teaching and learning environments for all students and realising the potential of every student.	Phase	Implementing	School priority 2		To promote equity and excellence: improve A-C for all students in English through the explicit teaching and monitoring of the aspects of reading within the Australian Curriculum.		Phase	Implementing	
Link to school review improvement strategy:		<ul style="list-style-type: none">Strenghten teachers understanding to access innovative opportunities to improve learning outcomes – academically, behaviourally and socially. (<i>School Priority: A culture that promotes leanring</i>)Every teacher linking differentiation into planning to ensure every student is succeeding. (<i>School Priority: Differentiated teaching and learning</i>).			Link to school review improvement strategy:		<ul style="list-style-type: none">Strengthen teacher understanding and ownership in the planning and ownership in the planning of the AC. (<i>School Priority: An explicit improvement agenda</i>).Review the whole school approach to pedagogy to strengthen staff capability in implementing a range of evidence-based practices to meet the needs of students, context and curriculum. (<i>School Priority: A culture that promotes learning</i>).				
Strategy/ies		<ul style="list-style-type: none">Develop and embed Bundaberg West State School Inclusion policy and develop and implement clear guidelines and expectations around inclusive practices and learning support.Develop and embed strong/bold inclusion position statement that highlights the school’s commitment to inclusive education and the attitudes, behaviours and practices (know, understand and do) that are valued so that they can be replicated by all staff and community members.Strengthen teacher capability in differentiating the curriculum learning to the range of student needs within the class, with consistency in documentation and clear links pedagogical practice.			Strategy/ies		<ul style="list-style-type: none">Leverage the expertise of staff members to develop consistency of unit planning processes, strengthening teacher capability in planning and implementing the AC.Deepen staff understanding of the Australian Curriculum (Version 9) English with a focus on the explicit teaching and monitoring of the aspects of reading and systematic synthetic phonics.				
Actions including Responsible officer(s)				Resources		Actions including Responsible officer(s)				Resources	
<ul style="list-style-type: none">Develop and inclusion policy and a policy around The P.L.A.C.E (Personalised Learning to Access Curriculum for Engagement) to promote students achieving academically, behaviourally and socially.HOD-C to work with teachers, HOSES and Learning Support Team to ensure quality differentiation and support is occurring for all students – linked and added into Unit Planning and planning documents.Clearly define the process for support for students.				<ul style="list-style-type: none">HOSES and Learning Support TeamHOD-CHUB time allocationsAdditional teachers (LA support teachers – CT’s to focus only on English, Maths, Science and Health)		<ul style="list-style-type: none">Build staff capability in Simple View of Reading and Systematic Synthetic PhonicsRevise data plan to align to Version 9Review and work with teachers to support the implementation of Version 9 English				<ul style="list-style-type: none">HOSES and Learning Support TeamHOD-CHUB time allocationsAdditional teachers (LA support teachers – CT’s to focus only on English, Maths, Science and Health)	
End Term 4	Measurable outcomes	<ul style="list-style-type: none">LOAPLP’s and Support ProvisionsImproved attendance dataCollection of data through learning support teamModerated student work samples/port foliosEALD BandscalesUnit PlanningCase managementTeacher and student feedbackLearning walk and talk observations				End Term 4	Measurable outcomes	<ul style="list-style-type: none">LOAPLP’s and Support ProvisionsImproved attendance dataCollection of data through learning support teamModerated student work samples/port foliosEALD BandscalesCase managementTeacher and student feedbackLearning walk and talk observationsTeacher feedbackStudent feedback			
	Success criteria	Behaviourally: Students can/will: demonstrate an improvement in academics, attendance and behaviour and have a clear understanding of what is expected to achieve a C or higher for English. Teachers can/will: have a clear understanding of the supports in place to embed an inclusive education and confidently implement, moderate and assess English units of work (Version 9) considering individual needs to achieve. Leadership team can/will: review and analyse data around attendance, behaviour, LOA data and parent feedback and identify next steps for implementation and success in 2025 realising the full potential of every student aligning to Equity and Excellence.					Success criteria	Behaviourally: Students can/will: demonstrate improvement in word reading and impact on overall reading comprehension. Teachers can/will: confidently implement effective teaching and learning strategies of effective reading – teaching reading through a <i>Structured Literacy Approach</i> (simple view of reading) and systematic synthetic phonics. Leadership team can/will: review and analyse whole school and cohort data for English in Term 4, and reflect on future steps for improvement in 2025 to realise the full potential of all students in alignment with Equity and Excellence.			
	Artefacts	Bundaberg West State School Inclusion Policy LOA data Case management and complex case management Learning support data collection					Artefacts	C2C English Assessments Case management and complex case management Unit planning Suite of professional development sessions in regards to reading and phonics Learning support data collection			
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring		
End Term 1	LOA -English SWD – 55% C or better	Behaviourally: Students can/will: Identify the purpose of teaching and learning and how they can be successful to obtain a C or better	Teachers’ planning PLRs ICPs		End Term 1	LOA – English P-2 80% C or better	Behaviourally: Students can/will: Identify the purpose of teaching and learning and how they can be successful to obtain a C or better	C2C English Assessments Learning Walls			

		<p>Teachers can/will: Have a thorough understanding of the diverse learning needs within their class and identify barriers to students learning. Teachers will use the knowledge of their learners to co-plan inclusive teaching and learning pedagogies – including tailored supports and reasonable adjustments Teachers will co-create Semester 1 ICPs (if required)</p> <p>Teachers can/will: be able to articulate the school's shared vision statement for Inclusion</p> <p>Leadership team can/will: Alignment of Assessment Tasks with V9 English – ensuring all students can learn alongside their same age peers</p> <p>Leadership team can/will: Lead staff in using Learning Ladders to further develop data literacy skills with a focus on diverse learners and identifying barriers to their learning and develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p>	<p><i>C2C English Assessments</i> <i>Learning Walls</i> <i>Case Management</i> <i>Data Ladders</i> <i>Inclusion Statement</i></p>				<p>Teachers can/will: Disaggregate 2023 data and end of term 1 data – put faces on the data – focusing on subgroups and trends/patterns within their classroom/cohort to inform the teaching of phonics and reading</p> <p>Teachers can/will: Develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p> <p>Leadership team can/will: Review and analyse whole school and cohort Term 1 data for English</p> <p>Leadership team can/will: Engage in coaching cycles with key teachers with a focus on reading</p> <p>Teacher Aides can/will: Develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p>	<p><i>Case Management</i> <i>Coaching</i> <i>Feedback</i> <i>Data Ladders</i></p>	
End Term 2	<p><i>LOA – English P-2 82% C or better</i></p>	<p>Behaviourally:</p> <p>Students can/will: Demonstrate improvement in Word Reading and continue to identify the purpose of teaching and learning and how they can be successful to obtain a C or better</p> <p>Teachers can/will: Disaggregate end of term 2 data– put faces on the data – focusing on subgroups and trends/patterns within their classroom/cohort to inform the teaching of phonics and reading</p> <p>Teachers can/will: Continue to develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p> <p>Leadership team can/will: Review and analyse whole school and cohort Term 2 data for English to inform ongoing professional development needs</p> <p>Leadership team can/will: Continue engagement in coaching cycles with key teachers with a focus on reading</p> <p>Teacher Aides can/will: Continue to develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p>	<p><i>Teachers' planning</i> <i>PLRs</i> <i>ICPs</i> <i>C2C English Assessments</i> <i>Learning Walls</i> <i>Case Management</i> <i>Data Ladders</i> <i>Inclusion Statement</i></p>		End Term 2	<p><i>LOA – English P-2 82% C or better</i></p>	<p>Behaviourally:</p> <p>Students can/will: Demonstrate improvement in Word Reading and continue to identify the purpose of teaching and learning and how they can be successful to obtain a C or better</p> <p>Teachers can/will: Disaggregate end of term 2 data– put faces on the data – focusing on subgroups and trends/patterns within their classroom/cohort to inform the teaching of phonics and reading</p> <p>Teachers can/will: Continue to develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p> <p>Leadership team can/will: Review and analyse whole school and cohort Term 2 data for English to inform ongoing professional development needs</p> <p>Leadership team can/will: Continue engagement in coaching cycles with key teachers with a focus on reading</p> <p>Teacher Aides can/will: Continue to develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p>	<p><i>C2C English Assessments</i> <i>Learning Walls</i> <i>Case Management</i> <i>Coaching</i> <i>Feedback</i> <i>Data Ladders</i></p>	
End Term 3	<p><i>LOA -English SWD – 70% C or better</i></p>	<p>Behaviourally:</p> <p>Students can/will: Identify the purpose of teaching and learning and how they can be successful to obtain a C or better</p> <p>Students can/will: Engage in opportunities for student voice to enhance access to learning and celebrate diversities</p> <p>Teachers can/will: Use the knowledge of their learners to co-plan inclusive teaching and learning pedagogies – including tailored supports and reasonable adjustments</p> <p>Teachers can/will: Continue to develop confidence with co-teaching and inclusive teaching practices</p> <p>Teachers can/will: Embed Case Management of diverse learners focusing on inclusive strategies and targeted feedback for student success</p> <p>Leadership team can/will: Lead the alignment of Assessment Tasks with V9 English – ensuring all students can learn alongside their same age peers.</p> <p>Leadership team can/will: Continue to lead professional learning for school staff to build knowledge of inclusive teaching practices</p> <p>Leadership team can/will: Foster opportunities for teachers to engage in collaborative conversations with cluster peers to support best practice</p>	<p><i>Teachers' planning</i> <i>PLRs</i> <i>ICPs</i> <i>C2C English Assessments</i> <i>Learning Walls</i> <i>Case Management</i> <i>Data Ladders</i> <i>Inclusion Statement</i></p>		End Term 3	<p><i>LOA – English P-2 84% C or better</i></p>	<p>Behaviourally:</p> <p>Students can/will: Demonstrate improvement in Word Reading and continue to identify the purpose of teaching and learning and how they can be successful to obtain a C or better</p> <p>Teachers can/will: Disaggregate end of term 3 data– put faces on the data – focusing on subgroups and trends/patterns within their classroom/cohort to inform the teaching of phonics and reading with a focus on students requiring additional intervention and support</p> <p>Teachers can/will: Continue to develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p> <p>Leadership team can/will: Review and analyse whole school and cohort Term 3 data for English to inform ongoing professional development needs and intervention and support requirements in the classroom/s</p> <p>Leadership team can/will: Continue engagement in coaching cycles with key teachers with a focus on reading</p> <p>Teacher Aides can/will: Continue to develop confidence with the Simple View of Reading and Systematic Synthetic Phonics Approach</p>	<p><i>C2C English Assessments</i> <i>Learning Walls</i> <i>Case Management</i> <i>Coaching</i> <i>Feedback</i> <i>Data Ladders</i></p>	

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: 