**Wonga Beach State School - 2024 ANNUAL IMPLEMENTATION PLAN**



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| **School priority 1** | Review school-based processes for supporting students with additional learning needs against the updated P – 12 CARF  | **Phase** | *Developing* | **School priority 2** | Strengthen school systems of response and support for students who have experienced trauma | Phase | *Implementing* |
| **Link to school review improvement strategy:** | Strengthen a culture of self-evaluation and reflection that promotes deeper discussions of data, generates strategies for continuous improvement and monitors progress over time | **Link to school review improvement strategy:** | **Strengthen school systems of response and support for students who have experienced trauma** |
| **Strategy/ies** | * Create systemised interventions that support students identified from NCCD data and students on Individualised Curriculum Plans
* Provide professional development to teachers on backward mapping from marking guides to support students achieving D or E in English and Mathematics
 | **Strategy/ies** | * Review PBL processes to better reflect the support needed for students who experienced trauma (and wider student body)
* Provide staff with PD on practical, classroom management strategies to ensure curriculum delivery is of high quality and reaching every student
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| Actions | **Resources**  | **Actions****including Responsible officer(s)** | **Resources**  |
| *Listed below term-by-term* | * Research on effective interventions and differentiation
* TRS to support professional development
 | * Develop PBL Action Plan for 2024 with teaching staff
* Introduce the PAUSE program in Year 1-6
* Include in action plan a review of key policies – Wonga Beach SS Philosophy on Behaviour, Minor/Major Flowchart, Oneschool recording
* Trial Individual Behaviour support plans to refine structure and effectiveness
* Principal to organise staff meetings to include professional development on Teach Like a Champion strategies and High Impact Teaching Strategies
 | * Regional PBL Coach
* TRS for PBL Team member training
* TRS for PBL PD for all staff
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| **End Term 4** | **Measurable outcomes** | 100% of NCCD students achieving a C or higher (for students on an Individualised Curriculum Plan, achieving at their specified level)95% of students in Prep-Year 6 achieving a C or higher in English and Mathematics |  **End Term 4** | **Measurable outcomes** | * Reduced SDA rate
* Four students on Individual Behaviour Support Plans for the entirety of 2024
* Number of minor and major behaviour incidents reduced
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| **Success criteria** | **Behaviourally:** Students can/will: * Achieve a C or higher at their identified level
* Articulate their individualised goal if they have one and know the next steps to achieve it
* Be engaged in learning that matches their individualised curriculum plan or that support their goal

Teachers can/will: * Articulate the individualised goals for their tracker students confidently assess all student ICPs
* Understand the principles of UDL/High Impact Strategies and utilise these differentiation strategies in their classroom
* Plan systemised interventions for allocated students that follow Wonga Beach SS intervention principles.
* Use backward mapping to plan for students achieving below the expected achievement standard

Leadership team can/will: * Have created a whole school system for supporting students identified as NCCD
* Probe teachers and teacher aides to reflect on the data presented to continue effective ICP and intervention planning for students
* Observe UDL principles in all classrooms

Teachers aides can/will: * Enact interventions through support of their class teacher
* Articulate the whole school system for support students identified as NCCD
 | **Success criteria** | **Behaviourally:** Students can/will: * Explain what strategies they use to calm themselves down from the PAUSE program
* Use calm down strategies regulary to maintain engagement in the curriculum
* Students who are on an IBSP will be using calm down strategies to achieve their goals
* Articulate the school rules
* Articulate how they can be acknowledged for following the school expectations and the consequences for not following the school expectations

Teachers and teacher aides can/will:* Confidently enact the policies reviewed throughout 2024
* Know the PBL Philosophy and use it to guide their interactions with students
* Use strategies from Teach Like a Champion as well as High Impact Strategies when teaching
* Reflect on school policies and adjust based on data

Teacher can/will:* Adapted the PAUSE program to suit the needs of their classroom
* Enact IBSPs with fidelity, including reviewing depending on the students’ needs

Leadership team can/will:* Confidently enact the policies reviewed throughout 2024
* Support teachers and teacher aides to reflect and improve upon their practise
* Observe staff and give feedback on their use of PBL strategies
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| **Artefacts** | Wonga Beach State School Differentiated Support Policy | **Artefacts** | * Wonga Beach SS Philosophy on PBL
* Updated Minor and Major Flowchart
* Individual Behaviour Support Plan template
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**End of Term 1**

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|  | **Measurable outcomes** | **Actions** | **Success criteria** | **Artefacts** | **Monitoring** |  | **Measurable outcomes** | **Success criteria** | **Artefacts** | **Monitoring** |
| **End Term 1** | 100% of students who require ICPs have Individualised Curriculum Plans documented on OneSchoolTeachers identify two students per class to be marker students. These students are selected using data,  | **Teachers*** Identify students who require ICPs or adjusted assessments
* Select two marker students to focus their intervention planning on
* Create intervention plan for Term 2 for the two identified students

**Emma*** Plan staff meetings to cover the following topics; analysing data to identify gaps, UDL principles, intervention principles, planning interventions
* Work with Regional Office teams/coaches to build Principal’s capability
* Begin documenting process for identifying students who need support and providing them
* Create intervention timetable for Term 2
 | **Behaviourally:**Students can/will: * Identify their learning goals for Term 2

Teachers can/will: * Articulate the principles of UDL
* Articulate High Impact Strategies
* Articulate the principles of interventions
* Identify the areas of need for their marker students
* Plan interventions using data informed processes

Leadership team can/will: * Articulate the developing Wonga Beach SS Differentiation policy – specifically how students are identified as needing additional supports and how students access additional supports
 | Intervention plan for Term 2, 2024Wonga Beach SS Differentiated Support Policy | *Green –on track**Yellow – underway**Magenta – yet to commence* | **End Term 1** | Four students (one from each class) have a IBSP3 PBL meetings occurred5 PAUSE lessons taught in Year 1/2, Year 3/4 and Year 5/6At least 3 strategies from Teach Like a Champion will have been taught through staff meetings | **Behaviourally:**Students can/will: * identify their behaviour goals and the strategies they will use to achieve them
* Have participated in at least 5 PAUSE lessons (Year 1-6)
* Articulate their current learning from PAUSE (for example, the names of the parts of the brain and what they help us do)

Teachers can/will:* Know the Wonga Beach SS PBL Values
* Articulate at least three Teach Like a Champion strategies
* Be reflecting on the effectiveness of the PAUSE program and make adjustments as needed

Teacher aides can/will:* Be able to articulate at least three Teach Like a Champion strategies
* Used at least one Teach Like a Champion strategy throughout their interactions with students

PBL team can/will:* Be meeting regularly
* Have clear goals with allocated positions within the team
* Be reflective and responsive to data
 | Wonga Beach PBL Philosophy created  | *Green –on track**Yellow – underway**Magenta – yet to commence**Complete end of each term* |

**End of Term 2**

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|  | **Measurable outcomes** | **Actions** | **Success criteria** | **Artefacts** | **Monitoring** |  | **Measurable outcomes** | **Success criteria** | **Artefacts** | **Monitoring** |
| **End Term 2** | 100% of ICPs and Support Plans enacted with interventionsImproved progress by one achievement level in English and Mathematics by all identified students | **Teachers*** Meet with teacher aides to communicate intervention plan
* Review interventions effectiveness against English and Mathematics assessments completed by NCCD students
* Plan Term 3 interventions based on data and progress

**Emma*** Allocate staff meetings to allocate the following topics; reflect on progress of interventions, model intervention planning
* Continue writing intervention policy to reflect updated pedagogical approaches to differentiation
 | **Behaviourally:**Students can/will: * Be achieving higher grades in their selected subject
* Articulate their learning goals for Term 3

Teachers can/will: * Have implemented one change in their whole classroom differentiation aligned to UDL principles/High Impact Strategies
* Reflect on changes in their student achievement data
* Plan interventions using data informed practises

Leadership team can/will: * Observe and given feedback on changes in classroom practise
 | Intervention plan for Term 3, 2024Wonga Beach State School Differentiated Support Policy– expanded on with mores practises around interventions and pedagogies*.* | *Shade cell at the end of each term after reflection**based on progress.* | **End Term 2** | 3 PBL meetings occurredMinimum of 10 PAUSE lessons taught in Year 1/2, Year 3/4 and Year 5/6At least 6 strategies from Teach Like a Champion will have been taught through staff meetings | **Behaviourally:**Students can/will* Articulate goals for Term 3. These students will also articulate their strategies for Term 2, including any refinements or reflections
* Have participated in at least 10 PAUSE lessons (Year 1-6)
* Articulate their current learning from PAUSE (for example, the names of the parts of the brain and what they help us do)

Teachers can/will:* Know the PBL policies for Acknowledge Positive Behaviours and Discouraging inappropriate behaviours
* Be able to articulate at least six Teach Like a Champion strategies
* Using at least three Teach Like a Champion strategies in their classrooms

Teacher aides can/will:* Be able to articulate at least six Teach Like a Champion strategies
* Use at least three Teach Like a Champion strategies throughout their interactions with students

PBL team can/will:* Articulate procedure of Acknowledge Positive Behaviours and Discouraging Inappropriate Behaviours
* Be continuously seeking professional development opportunities for staff, both in house and from external experts
 | Wonga Beach Policy for Acknowledging Positive Behaviours and Discouraging Inappropriate Behaviours | *Shade cell at the end of each term after reflection**based on progress.* |

**End of Term 3**

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|  | **Measurable outcomes** | **Actions** | **Success criteria** | **Artefacts** | **Monitoring** |  | **Measurable outcomes** | **Success criteria** | **Artefacts** | **Monitoring** |
| **End Term 3** | 100% of ICP and Support Plans reviewed and revisedTeachers made at least one adjustment to their whole class teaching based on UDL principles | **Teachers*** Continue to plan, review and reflect with their teacher aide on effectiveness of interventions
* Plan interventions for Term 4

**Emma*** Allocate staff meetings to support plan and reflection cycles of interventions
* Conduct observations and individual reflection sessions with teachers to give feedback on progress
 | **Behaviourally:**Students can/will: * Be achieving higher achievement levels in their selected subject
* Articulate their learning goals for Term 4

Teachers can/will: * Have implemented three changes in their whole classroom differentiation aligned to UDL principles (if these changes are needed to improve the achievement levels of their class)
* Reflect and make changes to their classroom practise against anecdotal data and formative student data
* Be able to independently plan interventions for students using data

Leadership team can/will: * Finalise Wonga Beach SS Differentiation Policy and ensure all staff are familiar and understand the process
 | Documented reflection from teachers showing their pedagogy changesWonga Beach State School Differentiated Support Policy– final draft.  | *Green –on track**Yellow – underway**Magenta – yet to commence**.* | **End Term 3** | 3 PBL meetings occurredMinimum of 15 PAUSE lessons taught in Year 1/2, Year 3/4 and Year 5/6At least 9 strategies from Teach Like a Champion will have been taught through staff meetings | **Behaviourally:**Students can/will: * Articulate goals for Term 4. These students will also articulate their strategies from Term 3, including any refinements or reflections
* Have participated in at least 15 PAUSE lessons (Year 1-6)
* Articulate their strategies for regulation that they have learnt from PAUSE (for example, ‘I take three deep breaths’)

Teachers can/will:* Know the policy for record keeping and data collecting
* Be able to articulate at least six Teach Like a Champion strategies, and be using these regularly in the classroom

Teacher aides can/will:* Be able to articulate at least nine Teach Like a Champion strategies
* Be using at least five Teach Like a Champion strategies throughout their interactions with students

PBL team can/will:* Articulate the policy for record keeping and data collecting
* Be giving all staff feedback on the strategies they use in the classroom
 | Wonga Beach Policy for Record keeping and Data collecting*.* | *Green –on track**Yellow – underway**Magenta – yet to commence* |
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