**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 | | | | |
| 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 | | |
| **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 | | | |
| **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 | | | |
| **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 | | | |

**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 OneSchool  Teachers 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, 2024  Wonga 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 IBSP  3 PBL meetings occurred  5 PAUSE lessons taught in Year 1/2, Year 3/4 and Year 5/6  At 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 interventions  Improved 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, 2024  Wonga 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 occurred  Minimum of 10 PAUSE lessons taught in Year 1/2, Year 3/4 and Year 5/6  At 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 revised  Teachers 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 changes  Wonga Beach State School Differentiated Support Policy– final draft. | *Green –on track*  *Yellow – underway*  *Magenta – yet to commence*  *.* | **End Term 3** | 3 PBL meetings occurred  Minimum of 15 PAUSE lessons taught in Year 1/2, Year 3/4 and Year 5/6  At 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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