



**Bundaberg North State School
2024 ANNUAL IMPLEMENTATION PLAN**

School priority 1	<i>Planning and Enacting the Intended Curriculum</i> to Drive <i>Equity</i> of Performance for all with a focus on Reading through the curriculum.	Phase		School priority 2	Driving wellbeing (staff and students) to develop personal and social capabilities.	Phase		
Link to school review improvement strategy:	Develop structures and plans, including deepening staff members' knowledge and understanding, to implement version 8 of the AC for all learning areas. Collaboratively develop a whole-school, evidence-based pedagogical framework that is reflective of agreed high-yield strategies for improving student achievement. Collaboratively review inclusive education practices to clearly define and implement strategies to genuinely support a whole-school approach for inclusion.			Link to school review improvement strategy:	Collaboratively develop and implement staff and student wellbeing framework to support and address staff and students individual and collective needs.			
Strategy/ies	Develop structures and plans including deepening staff members' knowledge and understanding to implement Version 9 (English and Maths) and Version 8.4 of The Australian Curriculum for all learning areas including General Capabilities and cross-curriculum priorities. Collaboratively develop whole school evidence based pedagogical approaches for: <ul style="list-style-type: none"> Teaching reading through the Australian Curriculum, Whole School Moderation processes, Multi-Tiered System of Student Support (MTSS) 			Strategy/ies	Develop a Whole School Wellbeing Framework that is focused on creating a safe, supportive and inclusive environment for staff and students.			
Actions including Responsible officer(s)		Resources		Actions including Responsible officer(s)		Resources		
<ul style="list-style-type: none"> Plan targeted professional learning opportunities to develop knowledge and understanding of The Australian Curriculum, Version 9 English and Maths and Version 8.4 for all learning areas including General Capabilities and cross-curriculum priorities. <ul style="list-style-type: none"> Develop an implementation plan with explicit professional learning for 2024 to include, Reading in Australian Curriculum, Version 9 English and Maths, Digital Literacies, Moderation practices, Differentiated Teaching and Learning including Case Management, Student Services and Intervention). Develop an explicit 4-year plan to roll out implementation of V9 Australian Curriculum throughout 8 Learning Areas. Align teachers APDP to Teacher Self Reflection Tool and ATSIL Classroom Practice Continuum. Develop an implementation plan with explicit professional learning for 2024 to include, Reading in Australian Curriculum, Version 9 English and Maths, Digital Literacies, Moderation practices, Differentiated Teaching and Learning including Case Management, Student Services and Intervention). In collaboration with staff develop a whole school approach to the teaching of reading through the Australian Curriculum by: <ul style="list-style-type: none"> Unpacking and utilising the suite of guidelines, resources and Reading Modules on the Reading Portal and Educational Futures Institute within Staff Meetings and Curriculum, Teaching and Learning Meetings. Target the intensive roll out phase of Reading through the Australian Curriculum in Prep to Year 2 and focus on building capability of school-based reading leaders. Collectively build a Reading Placement for each year of learning that explicitly unpacks and maps out the focus teaching required from the English content descriptors. Access professional development -Masterclasses and recommended corporate organisations. Purchase research-based Teaching and Learning materials. Develop a whole school approach to moderation by: <ul style="list-style-type: none"> Strengthen the assessment culture and literacies (data and strategies) of all teachers (classroom and specialist) through weekly Curriculum, Teaching and Learning (CTL) meetings, fortnightly whole staff curriculum meetings and iterative and cyclical moderation processes within each phase of moderation 1-4 against the relevant achievement standards at multiple junctures through the teaching and learning cycle. Using data collected thorough moderation processes to collaboratively con-construct whole school data to build detailed student profiles, precise tracking of student progress with personalised learning goals to determine the intentional approach to improvement, monitoring and feedback to review student outcomes and progress against evidence of learning. Developing a whole school Teaching and Learning AND Collegial Engagement framework to develop consistent, whole school practices that support the delivery of the Australian Curriculum and our school based pedagogical approaches. Implement a whole-school, evidence-based approach to Teaching and Learning that meets the learning needs of all students, by identifying and documenting systems, processes, roles and responsibilities for Learning Engagement, Differentiated Teaching and Learning, Case Management, Learning Support, Personalised Learning Plans, Student Services, Individual Curriculum Plans; EAL/D support, Intervention programs -academic, behaviour and wellbeing. 	<p><u>Physical</u></p> <ul style="list-style-type: none"> Equity and Excellence 2023: Educational Achievement - Wellbeing and Engagement - Culture and Inclusion CARP Moderation, Teaching and Learning Cycle Whole School Professional Development Plan CTL and Staff Meetings Reading Placemat Classroom Practice Continuum School Budget <p><u>Virtual</u></p> <ul style="list-style-type: none"> The Australian Curriculum website: V9-English & Mathematics; V8.4. Reading Portal Educational Futures Institute Assessment & Moderation Hub ATSIL website. One Portal -MyHR Performance and Capability. <p><u>Human</u></p> <ul style="list-style-type: none"> Principal HOD-E HOSES GO Teaching staff Prep to Year 2 teaching team <p><u>Responsible Officer</u></p> <ul style="list-style-type: none"> Principal HOD-E HOSES GO 	<ul style="list-style-type: none"> Develop a Whole School Wellbeing Framework that is focused on supporting students and staff mental health and wellbeing. <ul style="list-style-type: none"> Review and update SLaWF inquiry cycle and complete priorities not completed. Update staff on each domain, one at a time, sharing and celebrating strengths and unpack areas that are missing or could address gaps. Complete needs Assessment to gather information about staff and the workplace around the 5 dimensions of wellbeing. Develop a Staff Wellbeing committee to consolidate information gathered and priorities actions relevant to the school context into short and medium terms actions with specific steps to create a workable and reasonable action plan. <ul style="list-style-type: none"> Engage with the Regional Wellbeing Coach to support the roll out of wellbeing initiatives, information, resources and training. Plan targeted professional learning opportunities to support staff and student's mental health and wellbeing. <ul style="list-style-type: none"> Develop an implementation plan with explicit professional learning for 2024 based on findings from SLaWF inquiry cycle and needs assessment. 	<p><u>Physical</u></p> <ul style="list-style-type: none"> Equity and Excellence 2023: Educational Achievement - Wellbeing and Engagement - Culture and Inclusion Staff and Student Wellbeing Framework SLaWF Inquiry Cycle discussion 2023 School Budget <p><u>Virtual</u></p> <ul style="list-style-type: none"> One Portal -Staff Wellbeing website <p><u>Human</u></p> <ul style="list-style-type: none"> Principal SWP RWC GO HOD-E HOSES <p><u>Responsible Officer</u></p> <ul style="list-style-type: none"> Principal HOD-E HOSES GO SWP School Chaplain 					
End Term 4	Measurable outcomes			Measurable outcomes				
		Baseline (2023)	Semester 1 TARGET	Semester 2 TARGET		Baseline (2023)	Semester 1 TARGET	Semester 2 TARGET
	English	P-2: 80% A-C; 40% A-B 3-6: 94% A-C; 45% A-B P-6: 88% A-C; 43% A-B	P-2: 83% A-C; 42% A-B 3-6: 95% A-C; 46% A-B P-6: 90% A-C; 45% A-B	P-2: 85% A-C; 45% A-B 3-6: 98% A-C; 48% A-B P-6: 93% A-C; 47% A-B	SOS	Staff Morale: 35%		Staff Morale: 80%
	Reading		PM benchmarks End of prep – PM 6 End of Year 1 – PM 18	PROBE Year 3- 8.5- 9.9yrs Year 4 – 9.5-10.5 yrs	SDAs	Prep SDAs: 0 SDAs: 42	Prep SDAs: 0 SDAs: >10	Prep SDAs: 0 SDAs: >10
				Attendance	P - 6%: 88% P- 6 >85%: 34%	Attendance P - 6%: 90% Attendance P- 6 >85%: >17%	Attendance P - 6%: 95% Attendance P- 6 >85%: >9%	

		End of Year 2 – PM 26	Year 5 – 10.5 – 11.5 yrs Year 6 – 11.5 – 12.5 yrs		
	Maths	P-2: 87% A-C; 56% A-B 3-6: 87% A-C; 43% A-B P-6: 86.3% A-C; 47.3% A-B	P-2: 90% A-C; 59% A-B 3-6: 91% A-C; 46% A-B P-6: 89% A-C; 47% A-B	P-2: 93% A-C; 62% A-B 3-6: 94 % A-C; 4% A-B P-6: 92% A-C; 49% A-B	
	Science	P-2: 80% A-C; 40.3 % A-B 3-6: 93.8 % A-C; 44.6% A-B P-6: 87.6 % A-C; 43.1% A-B	P-2: 83% A-C; 42% A-B 3-6: 95% A-C; 46% A-B P-6: 90 % A-C; 45% A-B	P-2: 85% A-C; 45%A-B 3-6: 98 % A-C; 48%A-B P-6: 93% A-C; 93%A-B	
Success criteria	<p>Behaviourally: Students can/will: <u>Reading</u></p> <ul style="list-style-type: none"> Engage in English/literacy blocks aligned to the school’s approach to teaching Reading through the Australian Curriculum. Know and talk about how they learn to read. <p><u>Moderation</u></p> <ul style="list-style-type: none"> Have, know and talk about their personalised learning goals. Answer the 5 questions when talking about their learning. <p>Teachers can/will: <u>Intended to Enacted Curriculum</u></p> <ul style="list-style-type: none"> Be familiar with V9 Australian Curriculum, English and Mathematics and have developed skills and capabilities around transition from V8 to V9 Australian Curriculum, Maths and apply knowledge and understanding from professional learning to Teaching and Learning. Complete Phase 3 of APDP. <p><u>Reading</u></p> <ul style="list-style-type: none"> Know and talk about ‘The Simple View of Reading’ components. Know and engage in the school’s approach to teaching Reading through the curriculum. Use year level specific Reading Placemat and non-negotiables. Explicitly teach oral language in context of curriculum demands from Marking Guide. <p><u>Moderation</u></p> <ul style="list-style-type: none"> Participate in all phases of the moderation processes (M1-M4) (V9 English) and use this to inform their teaching and learning with a focus on differentiation teaching and learning. Know, engage with and be able to talk about Teaching and Learning Cycle and Collegial Engagement Framework. Know the process of and engage with Learning Walks and Talks. <p><u>MTSS</u></p> <ul style="list-style-type: none"> Know and use the systems, processes, roles and responsibilities for Learning Engagement, Differentiated Teaching and Learning, Case Management, Learning Support, Personalised Learning Plans, Student Services, Individual Curriculum Plans; EAL/D support and Intervention programs -academic, behaviour and wellbeing. <p>Leadership team can/will: <u>Intended to Enacted Curriculum</u></p> <ul style="list-style-type: none"> Roll out year 1 of 4-year roll out plan for V9 Australian Curriculum for all learning areas. Implement Term 4 whole school professional learning plan focused on developing curriculum knowledge and understanding. Conduct weekly Learning Walks and Talks as agreed on in Collegial Engagement framework. Engage in Phase 3 APDP conversations with teaching staff guided by ATSIL Teacher Self Reflection Tool and Classroom Practice Continuum. <p><u>Reading</u></p> <ul style="list-style-type: none"> Purchase research-based Teaching and Learning materials as required to support Reading through the Australian Curriculum. Know and talk about ‘The Simple View of Reading’ components. Build capabilities of the Prep to Year 2 team as school-based reading leaders. <p><u>Moderation</u></p> <ul style="list-style-type: none"> Schedule weekly Curriculum, Teaching and Learning (CTL) meetings, fortnightly whole staff curriculum meetings and iterative and cyclical moderation processes (M1-M4) to develop the assessment culture and literacies (data and strategies) of all teachers (classroom and specialist). Regularly visit classrooms (at least once per week) to talk with students about their learning using the 5 questions and use evidence collated from Learning walks and talk to inform next steps. <p><u>MTSS</u></p> <ul style="list-style-type: none"> Created a Learning Engagement handbook unpacking whole school systems, processes, roles and responsibilities for Differentiated Teaching and Learning, Case Management, Learning Support, Personalised Learning Plans, Student Services, Individual Curriculum Plans; EAL/D support and Intervention programs -academic, behaviour and wellbeing. 			Success criteria	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Have a voice through the Student Representative Council Have self-awareness (mindfulness) and transition strategy knowledge to increase capacity for self-regulation. Know and talk about whole school wellbeing initiatives. Talk about school values and how they have been supported in knowing how to demonstrate expected behaviours. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Have a shared understanding of what positive emotions are and why they are significant for wellbeing including awareness of their own emotions/ grief/loss trauma and the impact this can. Share specific wellbeing lessons, 1 per week for consistency and confidence. Include and demonstrate positive emotions “to contribute to internal and external community” via: <ul style="list-style-type: none"> Explore how we create positive emotions for self and others including kindness and compassion practices Habits of positive connecting /greetings/smiles etc Service to others “helping out,” mentoring/buddies/connections with younger students across school etc. Service to community/volunteering/ special events/fund raising with a student voice identifying opportunities etc. Use classroom circle time (for the development of P and S capabilities and for familiarisation with restorative practice process) Use transition strategies consistently for self and students to manage student/classroom mood. Incorporate a morning transition strategy for all students that has a focus on cultivating positive emotions. Know, talk about and use Growth mindset principles <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Develop a Whole school approach to wellbeing and emotional regulation. Map content across PBL/Health/SEL other subjects to avoid over lap and identify gaps Review P&S capabilities/SEL programs to identify what will be a best fit for students i.e. <i>Second Step Program from Positive Pieces Education</i> Develop and share explicit teaching resources/ specific lessons, 1 per week for consistency and confidence. Utilise themed days for staff and students i.e., International Day of Happiness March, Harmony Day, RUOK day September, Queensland Mental Health Week October etc. Consider which diverse groups are not being considered i.e., LGBTIQ, students who have experienced developmental trauma/poverty etc. The Y hook of shared understanding for MH & wellbeing and engagement. Staff wellbeing committee, surveys for data and to inform direction Trauma Informed Practice awareness and application by all to benefit student and staff wellbeing. Incorporate x2 wellbeing focused staff meeting per term.
Artefacts	<ul style="list-style-type: none"> Reading Placemats for each year level English/Literacy block with non-negotiable. Oral language embedded into intended and enacted curriculum. Data Wall Teachers APDPs Student learning goals Teaching and Learning Cycle Collegial Engagement Framework Class profiles Learning and Bump-it-Up Walls Learning Engagement Framework 			Artefacts	<ul style="list-style-type: none"> Regional Wellbeing Coordinator Student Leadership Council meeting minutes Staff Meeting schedule and minutes 2024 BNSS teams Learning Engagement handbook - social emotional support programs