# Booyal Central State School
# 2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement    Wellbeing and engagement    Culture and inclusion

| School priority 1 | Promote excellence and equity through:<br>• 100% of Prep – Year 6 students achieving a C or better in English in Semesters 1 and 2 2024.<br>• 60% of students achieving an A or B in English by the end of 2024. | Developing – D<br>Implementing – I<br>Embedding – E<br>Reviewing - R | School priority 2 | Promote excellence and equity through:<br>• providing opportunities for 100% of classroom teaching staff (including teacher aides) to increase their capability to support all learners by enacting differentiated and reasonable adjustments for all students, including high achieving students and students with disabilities/learning difficulties so that they can successfully engage in the Australian Curriculum. Developing ICT skills will be an integral part of this priority. | Developing – D<br>Implementing – I<br>Embedding – E<br>Reviewing - R |
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| **Link to school review improvement strategy:** | • Develop and embed an agreed pedagogical approach that complements the specific AC learning areas, school priorities and needs of the students.<br>• Collaboratvely explore and implement the concept of the third teacher, including opportunities for students to independently access exemplars of work, aligned to the Guide to Making Judgements (GTMJ).<br>• Engage with cluster schools to assist in expanding staff knowledge of the AC and how it informs the third teacher concept.<br>• Further develop staff understanding of elements of the AC to assist in generating success criteria for students aligned to current units of work.<br>• Build staff knowledge of differentiated learning strategies required to meet individual student's learning needs.<br>• Strengthen opportunities for staff to regularly engage in data conversations with a focus on leading the next steps in teaching and learning.<br>• Implement an agreed and school-specific model of observation and feedback for all staff on school priority areas. | | **Link to school review improvement strategy:** | • Formalise case management procedures and record documentation of support provisions and adjustments in OneSchool.<br>• Explore options to centrally store all data relevant to the school priorities using OneSchool to make the data readily accessible to all staff.<br>• Develop staff capability in the use of school-based information and communication technology (ICT) and agreed assistive technologies.<br>• Explore options for staff to access assistive technologies to support the specific needs of students.<br>• Build staff knowledge of differentiated learning strategies required to meet individual student's learning needs. | |
| **Strategy** | This will be achieved by deepening staff's (including teaching Teacher Aide's) understanding of the Australian Curricculum V9 English. A priority will be to develop skills in explicit classroom teaching (with a focus on writing), embedding the use of the third teacher/learning walls into classroom practice. | | **Strategy** | This will be achieved developing, implementing and embedding a case management process across P-6. Within this process staff will collaborate with other Education Queensland staff to deepen their knowledge of each students' needs and develop clarity around 'their next steps' in order to provide differentiation which is authentic, timely and targeted. | |

| Actions<br>including Responsible officer(s): P = Principal, T- Teacher, TA= Teacher Aide, ST= student, S = specialist departmental support staff, BM – Business Manager | Resources | Actions<br>including Responsible officer(s): P = Principal, T- Teacher, TA= Teacher Aide, ST= student, S = specialist departmental support staff, BM – Business Manager | Resources |
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| • Provide opportunities for staff to deepen their understanding of the AC V9 – English (P)<br>• Provide professional development to staff around the Sharratt agenda and the value of learning walls, including bump it up charts (P)<br>• Investigate learning walls at other schools and via online learning wall pedagogical groups (P, T, TA)<br>• Develop collaborative learning wall expectations for English (P, T, TA)<br>• Provide opportunities for staff to work and share with other staff and schools around embedding learning walls into their teaching strategy (P, T, TA)<br>• Develop agreed expectations and processes around the use of learning walls to improve student learning outcomes in English (P, T, TA)<br>• Deepen staff understanding of English tasks (P, T, TA)<br>• Model the use of learning walls with students in a gradual release manner (P, T, TA)<br>• Provide opportunities for students to independently access exemplars of work aligned to the GTMJ (P, T, TA, ST)<br>• Students and teachers co-construct learning walls that are continually referring to student work samples which are explicitly linked to learning intentions and success criteria (P, T, TA, ST)<br>• Embed the effective use of learning walls and bump it up walls in every classroom<br>• Ongoing reflection opportunities on the value of learning walls and how to ensure continual improvement (P, T, TA)<br>• Provide opportunities for staff to collaboratively assess students' work, participate in moderation & case management conversations/planning (P, T, TA)<br>• Provide PD opportunities relating to the explicit teaching of writing, spelling & vocabulary (P)<br>• Explicit student conferencing sessions (P, T, TA, S)<br>• Embed the explicit teaching of spelling and vocabulary (P, T, TA)<br>• Participate in external moderation with cluster schools (P, T, TA)<br>• Embed a common language in regards to teaching writing across the school (P, T, TA)<br>• Implement a writing program specific to Booyal – quick writes 3 X week, whole school writes; joint focus with targeted feedback (P, T, TA, ST)<br>• Learning walks and talks – focus on English writing (P)<br>• In collaboration with students, develop individual learning goals in relation to their writing (P, T, TA, ST)<br>• Provide regular feedback and reflection sessions with students, in relation to their goals and staff in relation to their level of confidence utilising learning walls with students. (P, T, TA, ST)<br>• Students to reflect on their own progress towards their writing goals then identify and pursue the next area for development (P, T, TA, ST)<br>• All staff participate in writing professional development (online): The Six Traits of Writing; the Writing Process; Teacher Aides Writing (P, T, TA)<br>• Work collaboratively with cluster schools to build clarity in regard to the demands of the Australian Curriculum English units | • $/timetabling changes to cover staff when participating in coaching/modelling, data analysis, moderation sessions.<br>• Timetabling for conversations with staff about the 'next step' when planning for improvement with cohort(s) and individual students<br>• Professional conversations with cluster schools<br>• $ for staff professional development, including Literacy Solutions online writing PD: The Six Traits of Writing; the Writing Process; Teacher Aides Writing<br>• $ TA – additional hours (for extra student support) | **Timetabling – opportunities for co-planning and co-teaching**<br>• Intentionally plan and provide support and professional development for staff in the identified areas following data analysis, specifically in regard to differentiation, adjustments and effective pedagogical practices for priority groups (P, S)<br>• Professional development opportunities provided to develop staff understanding of inclusion strategies and processes (P, S – all teaching staff to attend)<br>• Undertake data analysis to identify gaps in each student learning, and barriers to learning.<br>• Use knowledge about their learners to plan inclusive teaching and learning pedagogies<br>• Prioritise the greatest area of need which to will be addressed. (P, T, TA)<br>• Identify students, collect data and work samples and formative data to track growth and movement to ensure clarity of discussion, decision making and reporting. Develop the 'next step goals in English and Maths.<br>• Record information in an easily accessible place for all staff. Initially in paper form – working towards electronically storing the information (P, T, TA)<br>• Create individualised differentiation placemat and review twice per term (P, T, TA, ST)<br>• Ensure that school staff access timely support from the special needs teacher, HOSE, inclusion teacher, and AVTs (P)<br>• Increase fidelity with catering for students on an ICP though monitoring student work and enabling collaborative planning and data conversations between classroom staff and specialists (P, T, TA, S)<br>• Embed daily rapid learning sessions three times a week – 20-minute blocks of 1 to 1 instruction – focus on discrete skills lacking in the priority areas of learning (P, T, TA, ST)<br>• Continue to develop understanding and use of the literacy continue to know next steps and vary the pathway<br>• Coach- mentor – model – skills to staff (P, ST)<br>• SWD teacher to actively participate in planning, moderation and data analysis sessions. (SWD T, P, TA)<br>• Access external support for students when needed. (P)<br>• Maintain contact with parents/carers regarding support provisions and achievement. (P, T)<br>• Share and celebrate successes – students and staff (P, T, TA, S. ST)<br>• Technology PD – including augmented communication, software used at school, One School, QLearn, distance education classes – coding/Scratch (P, T, TA, S)<br>• Create a gradual release of accountability for inclusion to teaching staff (P, T, TA, ST)<br>• Provide targeted professional development opportunities for individuals (including in trauma, dyslexia, ICPs and personal learning plans) (P) | • $ I-pad or laptop assigned to teach teaching staff member<br>• $ software<br>• $ - Professional development (using ICT Coach Ed Qld)<br>• $ - teaching staff release time<br>• $ - additional staff to support students with particularly high-level needs who require additional support<br>• Classroom teaching staff & SWD teachers<br>• Specialist teachers and AVTs, including those with skills inclusion, First Nations, disability, learning difficulties, behaviours and out of home care<br>• Daily Rapid Learning (DRL) sessions – volunteers to supervise students who are completing independent activities |

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| **End Term 4** | **Measurable outcomes** | LOA – English<br>100% of Prep–Year 6 students achieving a C or better in English in Semesters 1 and 2<br>At least 50% of students achieving an A or B in English by the end of 2024<br><br>Evidenced through:<br>• Moderated student work samples – English writing<br>• Formative and summative assessment<br>• Case management – improvement in grades<br>• Student feedback<br>• Teacher feedback<br>• Learning walk and talk observations<br>• Work samples<br>• NAPLAN results<br>• SORD | | **End Term 4** | **Measurable outcomes** | LOA – English – improvement in previous level of achievement for 80% of students<br>LOA Maths – improvement in previous level of achievement for 80% of students<br><br>100% staff access professional development opportunities aligned with improvement priority and are observed using some of these skills in the classroom setting.<br><br>ICPs and personal learning plans are developed, reviewed once a term and updated for all students with an identified need (listed on NCCD).<br><br>Case management notes (including ICPs and personal learning goals) are uploaded onto One School for all students (at least once a term), along with their PM and Pat Data (at least once a semester).<br><br>80% of P–6 students achieve a higher grade in Maths than they did at the start of the year.<br><br>Evidenced through:<br>• Formative and summative assessments<br>• Moderated student work samples<br>• Personal learning records<br>• ICPS<br>• Case management – demonstrated improvement in performance in priority areas<br>• Information recorded in folios and One School<br>• SORD<br>• NCCD data<br>• Student and staff feedback<br>• NAPLAN results<br>• PAT and PM results<br>• School opinion data | |
| | **Success criteria** | **Behaviourally:**<br>• Students can/will: demonstrate improvement in writing tasks and an improvement in their grades in English (specifically writing). Students independently and confidently utilise the third teacher.<br>• Teachers can/will: confidently develop quality learning walls and observe students using them in a meaningful way. Teacher demonstrated and increased knowledge and capability to deliver Version 9 Australian Curriculum (English) than at the start of the year.<br>• Leadership team can/will: review and analyse whole school and cohort Term 4 data for English and reflect on the implementation of the third teacher initiative. Leaders use this information to inform future steps for 2025 in order to realise the potential of all students in alignment with Equity & Excellence. | | | **Success criteria** | **Behaviourally:**<br>• Students can/will: confidently verbalise and demonstrate areas of improvement in English and Maths this year; showing an improvement in their grade from the previous year.<br>• Teachers can/will: use knowledge about their learners to plan ongoing inclusive teaching and learning pedagogies in 2025. Reasonable adjustments to teaching, learning and assessment are included in planning documents for English and Maths.<br>• Leadership team can/will: review and analyse whole school, cohort and individual Term 4 data for English and Maths to reflect on the implementation of case management and differentiation strategies implemented in 2025. They will use this information to inform future steps for 2025 which will release the potential of all students in alignment with Equity and Excellence. | |
| | **Artefacts** | Learning walls, C2C English assessments, writing samples, case management records, data ladders, feedback from staff and students, coaching feedback and observations, School Opinion Survey. | | | **Artefacts** | C2C Assessments, Daily Rapid Learning notes/work samples as evidence of improvement, differentiation placemats for individuals, One School documentation including ICPS, PLRs and support provisions, data ladder. PM results, literacy continua, Early Start, bookwork samples, feedback from staff and students, School Opinion Survey. | |

| | **Measurable outcomes** | **Success criteria** | **Artefacts** | **Monitoring** | | **Measurable outcomes** | **Success criteria** | **Artefacts** | **Monitoring** |
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| **End Term 1** | LOA – English: 90% P-6 achieving C or better<br><br>LOA – at least 40% of P-6 students achieving an A or B in English | **Behaviourally:**<br>• Students can/will: be aware of the learning wall and how it can be used; attempt to use the wall as a 3rd teacher; attempt to identify areas for improvement in their written work.<br>• Teachers can/will: create learning walls for each cohort and model how it can be used when completing written tasks. Techers provide feedback to students in regard to their written work and encourage students to independently use the learning wall in order to improve the quality of their written work.<br>• Leadership team – facilitate PD for staff – (Sharratt and benefit of learning walls. Leaders align their own and individual staff members' ADPP/DPPs to the AIP priority/improvement strategy. | • Learning walls<br>• C2C English assessments<br>• Writing samples<br>• Case management<br>• Data ladders<br>• Feedback from staff and students<br>• Coaching feedback and observations | *Green –on track*<br>*Yellow – underway*<br>*Magenta – yet to commence* | **End Term 1** | • Differentiation surfboards have been developed and uploaded for all students<br><br>• A case management meeting has been held for each student and, if the need is identified, support specialists have been contacted.<br><br>• Personal learning plans have been uploaded into One School, for identified students.<br><br>• LOA: 90% of students achieve at least a C in English.<br><br>• LOA: 90& of students achieve at least a C in Maths. | **Behaviourally:**<br>• Students can/will: identify how they can be successful to obtain a c or better. They can identify and demonstrate discrete skills that they have improved in this term (related to Maths and English), as well as identify their next learning goal.<br>• Teachers review student data to set learning goals to drive student led improvement. Meaningful feedback is provided to students. Differentiation surfboards are completed for all students (English and Maths)<br>• Leadership team can/will: create alignment of assessment tasks within V9 English and V8 Maths ensuring that all students can learn alongside same age peers. They introduce a case management process using fortnightly staff meeting to discuss targeted student data and improvement strategies. Students identified as being at risk or requiring support are referred to the appropriate student services personnel or external supports, where appropriate. Leaders align staff ADPP/DPPs to the improvement priority. | • Teacher's planning<br>• Personal learning plans<br>• ICPS<br>• C2c English and Maths assessments<br>• Learning walls<br>• DRR notes/work samples<br>• Data ladders.<br>• Differentiation surfboards<br>• Staff /student feedback<br>• Bookwork samples<br>• SORD<br>• AIP<br>• targets<br>• Case management notes and action plan<br>• PM Results<br>• Pat Test results<br>• Literacy continua<br>• Early Start | *Green –on track*<br>*Yellow – underway*<br>*Magenta – yet to commence*<br>*Complete end of each term* |

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| End Term | Targets | Behaviourally | Strategies | | End Term | Targets | Behaviourally | | |
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| **End Term 2** | LOA – English: 100% P-6 achieving C or better<br><br>LOA – at least 50% of P-6 students achieving an A or B in English<br><br>NAPLAN 100% of student are above NMS<br><br>NAPLAN 30% of Year 3 students achieve in the U2B<br><br>100% of staff accessed at least one professional development opportunity aligned with the 2024 improvement priority | **Behaviourally:**<br>• Students can/will: articulate their learning goals (in relation to writing – What goals are you kicking?) and the next step needed for improvement.<br>• Teachers can/will: conference with students to jointly identify learning goals; create learning walls and work with students to add to it throughout the term. They will model and encourage students to independently to use the 3rd teacher, taking a gradual release approach. Teachers will participate in moderation for English with cluster schools (and continue to do so each term).<br>• Leadership team can/will: Leaders will undertake learning walks/talk with other staff to monitor how students are using the learning wall. Leaders will organise PD opportunities for staff (addressing individual needs). | • Learning walls<br>• C2C English assessments<br>• Writing samples<br>• Case management<br>• Data ladders<br>• Feedback from staff and students<br>• Coaching feedback and observations | *Shade cell at the end of each term after reflection based on progress.* | **End Term 2** | • LOA – 100% of students achieve a C or better in Maths and English.<br><br>• At least 50% of students achieve an A or B in Maths and English.<br><br>• 60% staff access professional development opportunities aligned with improvement priorities.<br><br>• All PM and Pat results have been up loaded into One School, for all students.<br><br>• All ICP and personal learning plans have been reviewed and updated.<br><br>• 100% students receive at least 2 DRL sessions per week each. | **Behaviourally:**<br>• Students can/will: work at an age-appropriate level whist, if needed, participate in targeted intervention/extension programs to support their specific academic and welling needs.<br><br>• Teachers can/will: demonstrate increased confidence with inclusive teaching practices and associated recoding of information. SWD teacher and classroom teachers co-plan to support teach students' learning progress. Teachers will implement a case management strategy, focusing on student achievement. They will provide students with high quality formative feedback.<br><br>• Leadership team can/will: align support staff to target identified areas of need. Educational support plans for out of home care students are developed in consultation with parents/Child Safety. Leaders monitor the case management of students and coordinate intervention and support programs. Leaders provide access to relevant professional development for staff in the use of technologies around differentiation, improving opportunities for student learning and inclusive education practices, including documenting and gathering evidence for NCCD       Leaders provide opportunities for staff to learn how to upload documents and record information in One School. | *As above* | *Shade cell at the end of each term after reflection based on progress.* |
| **End Term 3** | LOA – English: 100% P-6 achieving C or better<br><br>LOA – at least 60% of P-6 students achieving an A or B in English<br><br>100% staff access professional development opportunities aligned with improvement priorities | **Behaviourally:**<br>• Students can/will: articulate their learning goals (in relation to writing) and the next step. Students independently use the learning wall and attempt to improve their writing Students can confidently answer the Sharratt questions.<br>• Students can confidently articulate their personal goals (What goals are you kicking at the moment? and identify improvements that they have made in regard to their writing this year. Students contribute work samples to the learning wall.<br>• Teachers can/will: conference with students to jointly identify learning goals. Teachers can identify knowledge and skills that they have gained from professional development opportunities.<br>• Leadership team can/will: undertake learning walks/talk with other staff to monitor how students are using the learning wall and observe the teacher's application of knowledge and skills that the staff member(s) identified as being learnt (above). | • Learning walls<br>• C2C English assessments<br>• Writing samples<br>• Case management<br>• Data ladders<br>• Feedback from staff and students<br>• Coaching Feedback and observations | . | **End Term 3** | • NAPLAN results – 100% Years 3 students above NMS. 30 % in U2B<br><br>• 100% staff access professional development opportunities aligned with improvement priorities<br><br>• LOA – English: 100% P-6 achieving C or better<br><br>• LOA – at least 60% of P-6 students achieving an A or B in English<br><br>• 100% students receive at least 2 DRL sessions per week each | **Behaviourally:**<br>• Students can/will: demonstrate improvement in Maths and English skills.<br>• Teachers can/will: can/will: have a thorough understanding of the diverse learning needs within their class and take specific actions to remove barriers to student learning. They will use the knowledge of their learners to confidently plan inclusive teaching and learning pedagogies – including tailored supports and reasonable adjustments. Teaching staff can articulate and embed strategies to support all students. They can provide targeted feedback to students. Teachers can confidently conduct DRL sessions targeting the gap in student learning that is the highest priority for success in C2C assessment and record progress accurately and succinctly.<br>• Leadership team can/will: continue to lead professional learning for school staff to build knowledge of inclusive teaching practices and ICT skill development. Leaders will record and check that other have recorded learning data and support information One School. Leaders will review and refine intervention and support programs and processes. In collaboration with staff, they will develop a schoolwide policy around differentiation and inclusive education practices. | As above | |

## Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

**Principal:**          **P&C:**          **School Supervisor:**

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