



Mulgildie State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



School priority 1	School priority 1: Curriculum	Phase	D	School priority 2	School priority 3: Differentiation	Phase	D
Link to school review improvement strategy:	<p>To promote equity and excellence: realising the potential of every student, through improving the proportion of students P-6 achieving a C or better in English by the end of the 2024.</p> <p>Domain 6: Systematic curriculum delivery</p> <ul style="list-style-type: none"> Develop the 3 levels of planning for all learning areas in an accessible digital location to ensure coverage of the achievement standards and deepen teacher understanding of learning progression across year levels. Develop processes to monitor and quality assure the implementation of the Australian Curriculum (AC), including moderating student work at multiple junctures to strengthen the alignment of teachers' planning and enactment of the AC. 			Link to school review improvement strategy:	<p>Domain 7: Differentiated teaching and learning</p> <ul style="list-style-type: none"> Investigate a range of evidence-informed, differentiated teaching strategies to cater for the needs of individuals and groups of students, including First Nations students and high-achieving students. 		
Strategy/ies	<ol style="list-style-type: none"> Establish collaborative planning to develop the P-12 CARP to ensure all levels of planning are consistently developed, the achievement standards are covered and teachers deepen their understanding of the AC. Implement the Moderation Approach across all four phases. Use data to stimulate conversation to improve whole school, cohort, and individual student levels. Implement the Science of Reading (Decodables) 			Strategy/ies	<ol style="list-style-type: none"> Develop the Whole School Approach to Differentiated Teaching and Learning. Investigate a range of evidence-informed differentiated teaching strategies to cater for the needs of individuals. Develop processes for disaggregating and analysing data for priority equity cohorts to ensure a focus on students' needs to inform strategic and teaching decisions. Establish processes to strategic plan and use all available regional, specialists and advisors for student success in accessing the curriculum. Investigated contextual means for using Assistive technologies to enhance student access to the curriculum (e.g., PODD, iPads). Increase opportunities for students to access resources to support all levels of learning (e.g., Learning Walls/Visible Learning, visual timetables). 		
Actions including Responsible officer(s)		Resources		Actions including Responsible officer(s)		Resources	
Develop 3 levels of planning to align with P-12 CARP Build staff capability in SOR and Spelling Mastery Revise data plan Develop Data Wall in One Note Pedagogy – explicit teaching Moderation & case management – focus on reading and spelling Learning Walk and Talks – focus on English (reading and spelling) Transition to AC V9 English		Budget for: <ul style="list-style-type: none"> Decodable readers texts, PD, coaching Moderation 		Develop Whole School Approach to Pedagogy Intentionally planned, support and professional development for staff in identified areas following data analysis, particularly in differentiation, adjustments, and effective pedagogical practices for priority groups Revise data plan Create data wall on One Note Moderation & case management – focus on reading and spelling, engaging with specialist support personnel Learning Walk and Talks – focus on English (reading and spelling) through a differentiation and inclusion lens Investigate assistive technologies to engage students and are age appropriate, that allow students access to the curriculum (teaching and assessing) Continue work commenced on Band scales – data plan, PLRs, ICPs and NCCD Embed shared vision of inclusive education Review of current moderation practices for ICPs		Budget for: <ul style="list-style-type: none"> Teacher aide support PD Assistive Technologies TRS to Visit like school to view learning walls Coaching for use of digital assessment tasks 	
End Term 4	Measurable outcomes	<ol style="list-style-type: none"> Proportion of students achieving C and above in English – 100% Proportion of students achieving A or B in English – 25% Proportion of students achieving comparative reading-age level groupings – 100% 		End Term 4	Measurable outcomes	<ol style="list-style-type: none"> Proportion of students achieving C and above in English – 100% Proportion of students achieving A or B in English – 25% Proportion of students achieving comparative reading-age level groupings – 100% 	
	Success criteria	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Be self-assessment literate with clarity around the knows and do's of the Australian Curriculum. Be able to decode, comprehend and be fluent readers in order to access the curriculum. <p>Staff can/will:</p> <ul style="list-style-type: none"> Teachers will be knowledgeable about the Australian Curriculum and how it is implemented at Mulgildie SS. Teachers can moderate across the four phases (cluster based and internal). Teacher Aides will be able to support teaching and learning in classrooms through teacher-prepared resources and planning. <p>As a Leadership team we will:</p> <ul style="list-style-type: none"> Collaborate around individual student needs as related to the curriculum delivery and Reading Progress. 			Success criteria	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Be successful learners by engaging with the tools provided to access the curriculum at their own level. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Utilise the tools and teaching strategies to create differentiated planning and experiences for students Have a thorough understanding of the diverse learning needs within their class and identify barriers to students learning. Use the knowledge about their learners to co-plan inclusive teaching and learning pedagogies. Share this knowledge with students' 2025 class teacher to support positive and confident transitions through school. <p>As a Leadership team we will:</p> <ul style="list-style-type: none"> Collaborate around individual student needs as related to the curriculum delivery and Reading and Spelling Program Review and analyse whole school and cohort Term 4 data for English to reflect on the implementation and inform future steps for 2025 to realise the potential of all students in alignment with Equity and Excellence. 	
	Artefacts	LOA English P-6 100% C or better Evidenced through <ul style="list-style-type: none"> Moderated assessment tasks Formative and summative data – English Data Wall Case Management as required D-C Student feedback Teacher Feedback Learning Walk and Talk observations 			Artefacts	LOA English P-6 100% C or better Evidenced through <ul style="list-style-type: none"> Moderated assessment tasks Formative and summative data – English Data Wall Case Management as required D-C Student feedback Teacher Feedback Learning Walk and Talk observations 	

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	LOA – ENGLISH P-6 75% C OR BETTER	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> identify the purpose of teaching and learning and how they can be successful to obtain a C or better. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Disaggregate 2023 date and end of Term 1 date – put faces on the data focusing on subgroups and trends/patters within their classroom to inform the teaching of phonics and reading. Develop confidence with the SOR and Spelling Mastery approach to the teaching of phonics and spelling. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Engage in coaching cycles with the teaching team to focus on the teaching of reading and spelling. <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> Develop confidence with the SOR and Spelling Mastery Program through modelled lessons and PD. 	C2C English Assessments Learning Walls Case Management	Green –on track Yellow – underway Magenta – yet to commence	End Term 1	LOA – ENGLISH P-6 75% C OR BETTER	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Identify the purpose of teaching and learning and how they can be successful to obtain a C or better. Create SMART goals in English. <p>Teachers can/will:</p> <ul style="list-style-type: none"> 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). Be able to articulate the school's shared vision statement for Inclusion. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Align Assessment Tasks with V9 English – ensuring all students can learn alongside their same age peers. Lead staff in using Data Walls to further develop data literacy skills with a focus on diverse learners and identifying barriers to their learning. Foster opportunities for teachers to engage in collaborative conversations with cluster peers to support best practice. 	C2C English Assessments Learning Walls Case Management Assistive technology investigated Teachers' planning PLRs ICPs Data Walls Inclusion Statement	Green –on track Yellow – underway Magenta – yet to commence Complete end of each term
End Term 2	LOA – ENGLISH P-6 85% C OR BETTER	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Demonstrate improvement in phonemic awareness and 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>Teachers can/will:</p> <ul style="list-style-type: none"> Disaggregate Term 2 data – put faces on the data focusing on subgroups and trends/patters within their classroom to inform their teaching of phonics and reading. Continue to develop confidence with the SOR and Spelling Mastery approach to the teaching of phonics and spelling. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Review and analyse whole school and cohort Term 2 data for English to inform ongoing professional development needs. Continue engagement coaching cycles with the teaching team <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> Continue to develop confidence with SOR and the Spelling Mastery program. 	C2C English Assessments Learning Walls Case Management Coaching Feedback		End Term 2	LOA – ENGLISH P-6 85% C OR BETTER	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Identify the purpose of teaching and learning and how they can be successful to obtain a C or better. Create SMART goals in English. Engage in opportunities for student voice to enhance access to learning and celebrate diversities. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Use the knowledge of their learners to co-plan inclusive teaching and learning pedagogies – including tailored supports and reasonable adjustments. Develop confidence with co-teaching and inclusive teaching practices. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Lead the alignment of Assessment Tasks with V9 English – ensuring all students can learn alongside their same age peers. Lead professional learning for school staff to build knowledge of inclusive teaching practices, including tailored supports and reasonable adjustments. Foster opportunities for teachers to engage in collaborative conversations with cluster peers to support best practice. 	C2C English Assessments Learning Walls Case Management Assistive technology investigated Teachers' planning PLRs ICPs Data Walls Inclusion Statement	Shade cell at the end of each term after reflection based on progress.
End Term 3	LOA – ENGLISH P-6 95% C OR BETTER	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Demonstrate improvement in phonemic awareness and 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>Teachers can/will:</p> <ul style="list-style-type: none"> Disaggregate Term 3 data – put faces on the data focusing on subgroups and trends/patters within their classroom to inform their teaching of phonics and reading with a focus on students requiring additional intervention or support. Continue to develop confidence with the SOR and Spelling Mastery approach to the teaching of phonics and spelling. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> 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 classrooms. Continue engagement coaching cycles with the teaching team <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> Continue to develop confidence with SOR and the Spelling Mastery program. 	C2C English Assessments Learning Walls Case Management Coaching Feedback		End Term 3	LOA – ENGLISH P-6 95% C OR BETTER	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Identify the purpose of teaching and learning and how they can be successful to obtain a C or better. Create SMART goals in English. Engage in opportunities for student voice to enhance access to learning and celebrate diversities. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Use the knowledge of their learners to co-plan inclusive teaching and learning pedagogies – including tailored supports and reasonable adjustments. Continue to develop confidence with co-teaching and inclusive teaching practices. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Embed Case Management of diverse learners focusing on inclusive strategies and targeted feedback for student success. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Lead the alignment of Assessment Tasks with V9 English – ensuring all students can learn alongside their same age peers. Continue to lead professional learning for school staff to build knowledge of inclusive teaching practices Foster opportunities for teachers to engage in collaborative conversations with cluster peers to support best practice. 	C2C English Assessments Learning Walls Case Management Assistive technology investigated Teachers' planning PLRs ICPs Data Walls Inclusion Statement	

Approvals

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

J. Howien
Principal

P&C/School Council

A. Curtis

School Supervisor

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