

Shailer Park State School
2024 ANNUAL IMPLEMENTATION PLAN






School priority One		Phase	Developing – D Implementing – I Embedding – E Reviewing – R
Wellbeing and Engagement <ul style="list-style-type: none"> Maximising learning days 			
Link to school review improvement strategy: This links directly to the school strategic vision of expanding and embedding wellbeing as a priority to support student engagement across the school.			
Strategies/ies • Implement staged and deliberate approaches to supporting positive student behaviour and increased sense of wellbeing throughout the school.			
Actions including Responsible officer(s)		Resources	
<ul style="list-style-type: none"> To develop and build in time, a contextual and inclusive understanding around SDA's at a whole school/class and community level. (Leadership team). To develop a suite of resources that can be implemented to support and foster optimal behaviour of students refocus than only utilising the SDA process. To continue to embed targeted wellbeing programs/strategies that enhance staff and student wellbeing. Formalise and mobilise staff wellbeing committees. Develop a contextualised Staff Wellbeing Framework- with action plan. 		<ul style="list-style-type: none"> Wellbeing Hub data around programs. SDA Data. Collaboration of PBL/Wellbeing team to build the Wellbeing framework. Work with the Social worker to develop resources to support reducing SDA's. Sharing school approach to SDA's through newsletter. 	
End Term 4		End Term 4	
Measurable outcomes	<ul style="list-style-type: none"> Decreased SDA's from 64 SDA's to 50 SDA's over the period of one year (2024). To at the same time, reduce the number of students that are frequently suspended from 30 to 25 over a period of a year (2024). Increased learning outcomes for students that participate in wellbeing programs. 	Measurable outcomes	<ul style="list-style-type: none"> Increased A/B data sitting in the 45%-50% for English. Professional development throughout the year to build capacity around structured pedagogy. Case management to support movement of 50% students to A/B
Success criteria	<p>Behaviourally:</p> <ul style="list-style-type: none"> Engage with the Wellbeing Hub when needed to support self-regulation or when identified through data. Participate in alternative SDA program/re-education to support self-regulation and academic focus. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Will see a greater level of engagement in the classroom around self-regulation strategies. <p>Leadership team can/will</p> <ul style="list-style-type: none"> See effective self-regulation strategies in practice and having impact in the classroom A reduction of SDA's Culture shift in our wider school community 	Success criteria	<p>Students can/will:</p> <ul style="list-style-type: none"> Be engaged in learning with a differentiated approach supported by- Feedback/learning walls/moderations/GLOW/EDU- resulting in 50% of students achieving A/B data in English. Be confident in using learning walls to inform and improve their class work <p>Teachers can/will:</p> <ul style="list-style-type: none"> Engage confidently with coaching and mentoring with a clear line of sight to school agenda – learning walls/moderation/feedback/case management. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> See students confidence grow with using learning walls and receiving feedback in the classroom. See teachers move through the moderation process with confidence.
Artefacts	• Student well being framework	Artefacts	• Re-imagined unit plans
Measurable outcomes	<ul style="list-style-type: none"> Clear process for data collection for students accessing Wellbeing Hub support/programs. A school wide culture shift around re-education rather than suspension. 	Measurable outcomes	<ul style="list-style-type: none"> Learning walls across all classroom Coaching data Moderation embedded Teacher aide P.D timetable embed
Success criteria	<p>Behaviourally:</p> <ul style="list-style-type: none"> Refine the proactive approaches into the Wellbeing Hub to support reduction of SDA's through data analysis. <p>Students can/will:</p> <ul style="list-style-type: none"> Engage in programs/approaches through the Wellbeing Hub that support engagement in learning in the classroom and a reduction in SDA's <p>Teachers can/will:</p> <ul style="list-style-type: none"> See a direct relationship between data collated from the classroom to supports offered by the Hub. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Analyse data of student behaviour to access Wellbeing Hub programs for students identified. 	Success criteria	<p>Students can/will:</p> <ul style="list-style-type: none"> Clearly understand the unit expectations, using the learning walls to build capacity of work, with a focus on individual academic improvement. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Engage with coaching cycle (new staff). Participate in P.D around Version Nine & pedagogy. Embed moderation process through PLT's. Case management of students to move to A/B, identified by teachers-process refined. Continue to teach students how to use a learning wall. Engage with learning walks around learning walls. <p>Leadership team can/will:</p>
Artefacts	<ul style="list-style-type: none"> Documents to support wellbeing programs Alternative SDA resources Investigating and developing. PBL action plan 2024 	Artefacts	<ul style="list-style-type: none"> Learning walls Case management process-refined Action Plan Coaching cycle documented PLT Data analysis
Monitoring		Monitoring	
End Term 1		End Term 1	

(CM 23/626529)

	<ul style="list-style-type: none"> • Work with Social Worker to develop suite of resources for alternative to SDA's. 	<ul style="list-style-type: none"> ▪ Decreased SDA's 		<ul style="list-style-type: none"> • Case management with Principal around A/B Data. • Engage in learning walk-learning walls 	
End Term 2	<ul style="list-style-type: none"> • Continue to support through resourcing of the Wellbeing Hub and embedding of programs to support in place of SDA's. • Work with Social Worker to develop suite of resources for preferred alternative to SDA's. 		End Term 2	<ul style="list-style-type: none"> • Improved A/B data in English and maths. • Students engaged with using and understanding how to use the learning wall. • Improvement of formal school observation data <p>Behaviourally:</p> <ul style="list-style-type: none"> • Be able to access learning walls in class to be more independent around their own academic success and differentiated learning. • Have more than one opportunity to receive an 'A' in assessment. • To use teacher feedback to improve writing <p>Students can/will:</p> <ul style="list-style-type: none"> • Embed a strong moderation process (before, after, end model) using guidelines and time in the PLT meetings each term. • Learning Walls – walk and talks with whole staff to build capacity around walls in classrooms – make sure the guidelines for learning walls are visible in the classroom. • Provide more than one opportunity for students to receive an 'A', to use data analysis for GLOW to also support assessment decision in maths. • Provide continuous quality feedback to students for improved writing. • Engage with case management of three students that have the potential to move to an 'A', through deliberate practice and process with the Principal. • Engage with coaching cycle. • Engage in learning walks <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Provide time during PLT's to moderate • Support with learning walks during PLT time to look at learning walls within the school. • Coaches will moderate assessment to quality assure that there is more than one opportunity to receive an 'A'. • Principal to streamline case management with a focus back to achievement standard and school pedagogy. • Targeted coaching cycle • Case management with Principal • Facilitate learning walk-learning walls 	<ul style="list-style-type: none"> ▪ Improved A/B Data ▪ PLT Data analysis
End Term 3	<ul style="list-style-type: none"> • Alternative SDA process is begin to implemented and trialed for success through data tracking 	<ul style="list-style-type: none"> ▪ Resources to support reduced SDA's 	End Term 3	<ul style="list-style-type: none"> • Staff discussion around what they saw during learning walks. <p>Behaviourally:</p> <ul style="list-style-type: none"> • Receive continuous and quality feedback from teachers. <p>Students can/will:</p> <ul style="list-style-type: none"> • Give continuous and quality feedback to students. • engage with coaching cycle. • Continue to model the use of learning wall. <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Support with coaching and professional development around quality feedback. • Continued professional development of staff capacity around Version Nine and school pedagogy. • Deputy-Curriculum to have oversight of coaches as curriculum is developed. • Case management with Principal. • Facilitate Learning walks-learning walls. 	<ul style="list-style-type: none"> ▪ Improved A/B Data ▪ PLT Data analysis

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

Principal 

P&C/School Council 

School Supervisor  28/02/2024