Woree State School — 2024 Annual Implementation Plan

Woree State School

Discover Strive Shine

Equity & Excellence: Differentiated practices to enable every child's learning progress.

Educational achievement   **Wellbeing and engagement**   **Culture and inclusion**

Starting Strong P-2   Building on Foundations 3-6   On Track for Success 7-9

Vision:

Discover, Strive, Shine

Values:

Learning
Co-operation
Respect
Safety

Our focus priorities and strategies for improvement

Lead the deepening of teachers' understandings of curriculum, moderation, assessment and student achievement standards with a focus on progress of English achievement (v9AC).

1. Consolidate the systematic Synthetic Phonics Program (SPP) implementation years P-3 and targeted intervention, years 4-6.
2. Lead scheduled moderation, data monitoring and review to inform evidence-based teaching and learning, progress and achievement of benchmarks.
3. Plan for implementation of v9 Australian Curriculum.
4. Students at educational risk are tracked and monitored for progress, targeted interventions, targeted support, referral and case managed as appropriate.

Strengthen support and intervention for students with additional behaviour, social engagement and attendance needs.

1. Maintaining PBL Systems and practices – engaging with support materials; refocus on behaviour systems; review Student Code of Conduct.
2. Maintain focus on positive relationships and resilience for students and staff.
3. Continue to build and develop capabilities of teachers to implement brain-based, trauma aware education strategies aligned with whole school positive behaviour (PBL) systems and practices.
4. Sustain data management systems to identify and inform approaches to targeted interventions to address behaviour and engagement needs.
5. Further strengthen and refine multi-tiered case management processes with a focus on solution focussed approaches for students with engagement, social, emotional and behavioural needs.

Collaboratively strengthen whole school approaches to inclusion for all students.

1. Reinforce a consistent understanding of differentiated teaching and learning based on evidence that removes barriers and supports inclusion for all students.
2. Implement data management systems inclusive of disaggregated data tracking and monitoring with a priority focus on First Nations students, SWD and students in out of home care.
3. Apply a coordinated approach to planning and recording differentiated teaching and reasonable adjustments for identified groups and individuals with diverse learning needs.

Our measurable improvement outcomes

- Students in regular attendance and engaged in learning meet or exceed expected year level standards in English (v9).
- Target- 80% or greater achieving C or above in English.

- Reduction in multiple referrals.
- Decrease proportion of students with disciplinary absences.
- Reduction in the number of students requiring intensive case management (ISSC data).
- Sustain high rates of PBL EBS tiered fidelity data (> 80-%).
- Use attendance data as evidence of improvement to achieve a target of 90% or greater.

- Documented interventions and levels of adjustments are evidenced in practice – ICPs PLPs, support plans.
- Disaggregated data reflects student progress in academic, social and behavioural (SDA) outcomes.