**HAMBLEDON STATE SCHOOL**

**2025 ANNUAL IMPLEMENTATION PLAN**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **School priority 1:**  ***Embed a consistent, evidence-based whole school approach to literacy instruction through low-variance routines aligned with Version 9.0 of the Australian Curriculum.***  *Equity and Excellence focus area Educational Achievement: Academic Achievemnt and Wellbeing and Engagment. Link to school improvement strategy: Domain 8* | | **Monitoring**  *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.* | | | | **Long term measurable/desired outcomes:**  *STUDENTS: Refine strategies learnt to be able to read fluently and comprehend texts at an age appropriate level*  *TEACHERS: Consolidate Literacy Routines and low variance routines*  *LEADERS:Provide feedback to teachers through the use of Instructional Rounds embeeded into term timetable*  *Precision in our systems to deliver the right (teaching) content, process and skill development, at the right time to the right learner.*  *GOAL: Disaggregate data to support and better understand the learning needs of students.*  *GOAL: Teachers to have a deep understanding of, plan from and implement Australian Curriculum V9.0*  *GOAL: Reference all practice to evidence and make learning visible.*  *GOAL: Achieve school-wide instructional consistency in literacy, as eveidenced by peer observations, instructional walk throughs, and teacher feedback.*  *GOAL: Increased teacher confidence and capability in delivering literacy instruction, reflected in teacher feedback.*  *GOAL: Established data informed decision making process for literacy that actively informs curriculum adjustments and targeted interventions in reading and writing.* | **AIP measurable/desired outcomes:**  *P-2: INCREASE B+ 50%*  *3-6: INCREASE B+ 30%*  *P-2: INCREASE C+ 80%*  *3-6: INCREASE C+ 75%*  *Increase levels of achievement in English leading to alignment/agreement between LOA and NAPLAN*   * SORD data trending upwards in relation to the region and state * 90% of students achieving improvement in Screener data * % of students in Year 3 and 5 meeting NMS in NAPLAN strands similar to/ exceeding like schools/nation and aligned to HSS OLA * School opinion Survey data: Levels of agreement from parents, students and staff (SOS) are similar to or better than the state * % of students in Year 3 and 5 in U2B in NAPLAN strands similar to/exceeding like schools/nation * 90% of students achieve A-C in English, Maths and Science   90% of students showing 12 months of growth every year |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Strategy/ies:**   * Review current pedagogical practices and evaluate effectiveness on student learning outcomes * Reinvigorate school pedagogical practices. Provide professional development and allow peer observations throughout the school to observe high yield teaching practices in action, and partner with like to schools to observe and share practice**.** * Build capability of middle leaders to provide instructional leadership on agreed pedagogical practices * Implement collaborative cycles of review and quality assurance processes to ensure key school wide approaches are effective in producing improvements in student learning outcomes (marker students) and moderation * Reinvigorate “Bump It Up” walls throughout the school and ensure data is being captured and discussed regularly to inform effectiveness of programs and pedagogy * Build teachers technical knowledge of pedagogies to embed the teaching of word reading and language comprehension across P-6 and other learning areas. * Use formative and summative assessments to provide targeted teaching of reading and writing through low variance routines. * Enhance teachers’ capacity to set goals, plan differentiated learning tasks for whole class and small group instruction, informed by data analysis, for the teaching of reading and writing. * Review and re-develop 3 tiers of intervention for reading and writing across P-6 | | | | | |
| **Actions:**   * *Review timetable to allow for regular and ongoing collaborative planning sessions – schedule and implement ongoing literacy-focused professional development sessions each term.* * *Collaboratively develop, implement and review low variance literacy routines across P-6 aligned to research and use evidence-based practices.* * *Coach teachers to consistently deliver a low variance literacy routine including all elements of structured literacy* * *Build the capability of intervention staff to improve student outcomes in reading and writing through tier 2 and 3 intervention cycles* * *Organise literacy resources and establish a shared digital platform for teachers to access resourcing and shared practice* * *Initiate peer observation cycles with set feedback and reflections* | | | | | | **Responsible officer(s):**  *Principal*  *HOD Curriculum*  *Deputy Principal P-2*  *Deputy Principal 3-6*  *HOSES*  *School Improvement Coach*  *Regional Office Staff (brokered by need)* | **Resources:**  *Annual Implementation Plan*  *School review*  *Data Plan*  *4 year strategic plan*  Additional Regional Support – School Supervisor, SEOC  ACARA/ QCAA/  P-12CARF  Curriculum Gateway  Professional learning  Moderation Hub |
| **School priority 2:**  ***All students at Hambledon State School receive the support they need to belong to the school community, engages puposefully in learning and experiences academic success.***  *Equity and Excellence focus area: Culture and Inclusion, wellbeing and engagement. Link to school improvement strategy: Domain 7* | **Monitoring**  *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.* | | | | | **Long term measurable/desired outcomes:**  Students with disabilities data is used to plan, teach and assess, showing an increase in academic achievement  School has a vision for inclusive education and can articulate this vision. The leadership team provide professional development to staff to support the diverse range of skills.  Students with disabilities data is used to plan, teach and assess, showing an increase in academic achievement  School has a vision for inclusive education and can articulate this vision. The leadership team provide professional development to staff to support the diverse range of skills.  Students on the NCCD more supported by the school’s intervention and support teams, including STALN, student engagement and wellbeing team as determined by needs and data  SST meetings are purposeful and utilise student data as the basis for improvement of individual identified students and whole class strategies  Decrease in School Disciplinary absences for First Nation Students and students that have a disability  LOA data reflects the gap closing between Indigenous and non-Indigenous students  NAPLAN data reflects the gap closing between Indigenous and non-Indigenous students  All teachers and staff within the school have a broad range of skills and knowledge that can be applied to a wide and diverse range of students  Established processes within the school take into account the diverse background and cultures of all of our students | **AIP measurable/desired outcomes:**  *P-2: INCREASE B+ 50%*  *3-6: INCREASE B+ 30%*  *P-2: INCREASE C+ 80%*  *3-6: INCREASE C+ 75%*  *Increase levels of achievement in English leading to alignment/agreement between LOA and NAPLAN*   * Every student with a disability succeeding * All students on ICP’S achieving goals * Every Aboriginal and Torres Strait Islander student succeeding * NCCD data improving year by year * SOS (inclusive) * School opinion Survey data: Levels of agreement from parents, students and staff (SOS) are similar to or better than the state * All students achieving ongoing academic success |
| **Term 1** | | **Term 2** | **Term 3** | **Term 4** |
| **Strategy/ies:**   * Establish professional relationships with like schools in the region and align inclusive journey * Investigate inclusive practices at schools within the region * Look at resourcing equitably school wide, utilising teacher aides support throughout the entire school and those skills can be carried across different sectors e.g. POD/p-3/4-6 * Provide ongoing professional development and allocate time at SIM to record data for NCCD * Provide ongoing professional development for teachers to be able to implement and adjust units of work for students with a disability * Ensure the Australian Curriculum is accessible for all learners in the school through a culture of inclusion and whole school agreed upon practices * Engage all learners with high expectations and a culture that promotes learning in all classrooms and into the wider community by embedding and extending PBL systems – * Redistribute physical resources throughout the school to support all students equitably * Create personalised learning plans and goals based on student’s needs, abilities and interests to keep learning relevant and accessible. * Implement a multi-tiered system of support (MTSS) * Engage HOSES in regular planning meetings with classroom teachers to design differentiated instruction and support for students with diverse learning needs. * Build capability of teachers through professional development on inclusive practices, disability awareness and best practices in supporting students with additional learning needs. * Regularly scheduled meetings with families to discuss support needs, student progress and ways to extend support into the home environment. | | | | | |
| **Actions:**   * Establish weekly leadership meetings to discuss planning and progress around Inclusion practices * Utilise the knowledge and expertise of Regional Office Staff to give strategic direction around a whole school inclusive approach. Broker and engage. * Utilising identified marker students to track progress around particular aspect of our Inclusion roll out * Conduct regular collaborative meetings between mainstream staff and teachers of students with disability to share strategies, discuss student progress, and align inclusive practices. * Establish consistent consultation protocols between leadership, teachers, students, and their guardians to determine necessary adjustments in teaching practices and school facilities. * Create accessible communication channels for students, guardians, and staff to voice their needs, opinions, and suggestions for more inclusive learning. * Regularly evaluating the effectiveness of ICPs in consultation with students, families, and relevant professionals to ensure they promote inclusive practices and student progress to reflect the latest curriculum standards and content. | | | | | | **Responsible officer(s):**  *HOSES*  *Principal*  *Deputy Principal p-2*  *Deputy Principal 3-6*  *HOD Curriculum*  *POD teachers*  *Class teachers*  *Regional office staff*  *Student Services Division* | **Resources:**  Sign posts for Inclusion  Student services division Regional Office  Equity and Excellence Roadmap |
| **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** | | | | | | | |