**HAMBLEDON STATE SCHOOL**

**2024 ANNUAL IMPLEMENTATION PLAN**



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| **Equity and Excellence focus areas: Academic Achievement, Wellbeing and engagement. Link to school review improvement strategy: Domain 8***Align our whole school reading practices to Version 9.0 of the Australian Curriculum and to embed these practices throughout the entire school* |
| **Strategies** | **Measures** | **Success Criteria** | **Term 1**  | **Term 2** | **Term 3** | **Term 4** | **Responsible Officer/s**  |
| *Ensure the teaching for learning establishes itself as a platform for collaborative decision making*  | Increased opportunities for teacher input. Refinement of whole school moderation processes. SOS results | Students can/will:* Utilise strategies learnt to help comprehend texts read

Teachers can/will:* Have in place set Literacy Routine time scheduled (aligned with Simple View of Reading practices) in class timetable (P-6)

Leadership team can/will:* Schedule classroom walk throughs, observation and feedback sessions (routine) to monitor the implementation of SOR practices (P-6)
 | x |  |  |  | Leadership team and teaching staff. |
| *Conduct teacher reading confidence scan and reflection from 2023* | Improvement in reading confidence from survey to surveyImprovement in student A-E data; English |  |  |  | x | HOD/Cs, leadership team and teaching staff. |
| *Utilise School Improvement Meetings as a platform to build capability and to drive reading imporvement agenda*  | Teacher feedback, Teacher self-reflections through observations and feedback. Teacher coaching journals and completion of APDP goals | xx | x |  |  | Leadership team. |
| *Implement assessment, planning and pedagogical practices outlined in HSS reading and writing framework* | 78% of students receiving a C or better in EnglishTeacher feedback |  | x |  | x | Leadership team. |
| **Equity and Excellence focus areas: Culture and Inclusion, wellbeing and engagement. Link to school review improvement strategy: Domain 7*****All students at Hambledon State School receive the support they need to belong to the school community, engages purposefully in learning and experiences academic success*** |
| **Strategies** | **Measures** | **Success Criteria**  | **Term 1**  | **Term 2** | **Term 3** | **Term 4** | **Responsible Officer/s**  |
| Establish weekly leadership meetings to discuss planning and progress around Inclusion practices | Students with disabilities data is used to plan, teach and assess, showing an increase in academic achievement  | Students can/will:* All students participate in all activities to achieve in their learning

Teachers can/will:* Teachers’ planning documents reflect differentiation, and adjustments catering to diverse student needs

Leadership team can/will:* Leadership team work with school teams to build capability to work with students to adjust lesson content to suit all students
 | x |  |  |  | HOD/Cs and leadership team. |
| Develop and implement a clear Annual Implementation and 4 Year Strategic Plan around our Inclusion Journey for the next 4 Years and beyond | 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. | x | x |  |  | Coaching team. |
| Utilise the knowledge and expertise of Regional Office Staff to give strategic direction around a whole school inclusive approach. Broker and engage. | Regional office staff are actively engaged with key school personnel and are offering PD where needed to build capability  | x | x | x | x | HOD/Cs and leadership team. |
| Utilising identified marker students to track progress around particular aspect of our Inclusion roll out | 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 |  | x |  | x | HOD/Cs and leadership team. |
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| Monitoring at the end of each term: Green –on track, Yellow – underway, Magenta – yet to commence. |
| **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** |