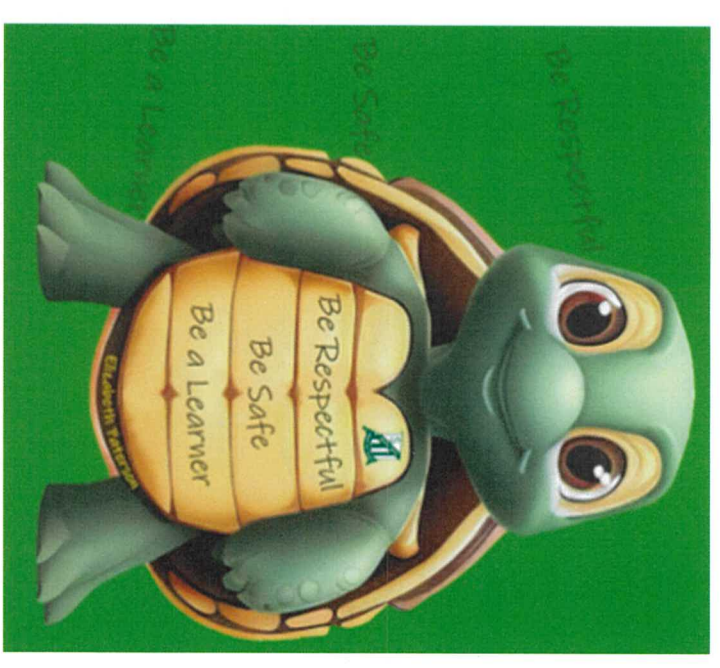


Manly West State School
2024 ANNUAL IMPLEMENTATION PLAN



School priority 1	Phase	D	School priority 2	Phase	E
<p>Link to school review improvement strategy:</p> <ul style="list-style-type: none"> Review the current teaching of reading framework to reflect current practices and determine its applicability for the school context. Finalise and consolidate school curriculum planning documentation to fully align with the P-12 CARF Collaboratively develop and implement a systematic approach to the collection, analysis and discussion of whole school and classroom data that promotes a culture of high expectations for student achievement across the school aligned to the EIA. 	<p>Strategic Plan Develop consistent school wide pedagogical practices and deepen curriculum capability..</p>	<p>To develop a consistent whole school approach to The Teaching of Reading through the Australian Curriculum V9 to Improve student outcomes in reading.</p>	<p>Link to school review improvement strategy:</p> <ul style="list-style-type: none"> Collaboratively develop and implement a systematic approach to the collection, analysis and discussion of whole school and classroom data that promotes a culture of high expectations for student achievement across the school. Agreed practices are embedded across the school for academic learning and behaviour and share with community High yield differentiation practices and strategies for diverse learners are implemented across the school. 	<p>Strategic Plan Develop a safe and supportive environment and positive culture for teaching and learning.</p>	<p>To embed a consistent whole school approach to behaviour management through applying the PBL framework to improve student outcomes in behaviour and engagement.</p>
<p>Strategy/ies</p> <ul style="list-style-type: none"> Build teacher capability in the consistent use of data informed approaches to reading by: <ul style="list-style-type: none"> Engaging with Curriculum Gateway Reading through the Australian Curriculum suite of guidelines, resources and professional development materials. Engaging with SLP to consult and collaborate around robust vocabulary instruction Develop the data literacy capability in every teacher to inform next steps for individual students' learning through tracking, monitoring and case management cycles Use data literacy to collect relevant data, feedback, reflect and review to improve the teaching of reading pedagogy 			<p>Strategy/ies</p> <ul style="list-style-type: none"> Use informed data to embed a consistent positive approach to improve behaviour and learning that ensures student future success Use data literacy to collect relevant data, feedback, reflect and review to improve student behaviour and learning Maintain the development of consistent language used across all year levels in promoting positive behaviour/s Maintain a PBL Professional Team to lead the direction of the pedagogy at MWSS Use a 4 to 1 Positive to Negative Reward system across all areas 		

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
<p>Teaching staff to be engaged in professional development in unpacking the Teaching of Reading modules (HOD/C and ToR Leader)</p> <p>Teaching staff to develop confidence in developing the Teaching of Reading pedagogy (HOD/C and ToR Leader)</p> <p>Teaching staff to build their capacity to analyse data in making informed decisions on students' improvement in reading (Principal, Deputy Principal and HOD/C)</p> <p>Teaching staff to engage with SLP in explicitly teaching of vocabulary through instructional coaching and moderation (Phase 1 planning) (SLP, HOD/C)</p> <p>Teachers to identify signature practices for reading and to develop a consistent approach across cohorts using research-based practices (Principal, Deputy Principal and HOD/C)</p>	<p>TRS Professional Development Planning Days Curriculum Gateway Reading Modules Early Start Literacy Continuum Informing texts Teaching Aides</p>	<p>Teaching staff to be engaged in professional development in unpacking the Classroom Management Hub (DP, Behaviour teacher and PBL Internal coach)</p> <p>Teaching staff to implement research-based practices with behaviour management (DP, Behaviour teacher and PBL Internal coach)</p> <p>Analysing One School behavioural data to make informed decisions on students' improvement in Behaviour (PBL Data analysis and DP)</p> <p>Implement an instructional coaching model with the Behaviour coach for staff to implement best practices when dealing with Tier 2 and 3 students. (Behaviour Coach and DP)</p> <p>PBL team to focus on the for PBL improvement agenda items for 2024 this includes consistent practices across all staff including PBL language used by all, rewarding positive behaviour 4 to 1, as reflected on One School, students demonstrating PBL language within the school environment, Date driven lessons and solution planning using the Big 5 data collected and used for decision making.</p> <p>(Principal, Deputy Principal and PBL Team)</p>	<p>Professional Development for staff Classroom Management Hub OneSchool Data Sets Collaborative Fortnightly Lesson Plans Turtle tokens Reward System- (Individual, Class and Whole School) Place Based Collaboration of Behaviour Coach – 1 day per week</p>
<p>Measurable outcomes</p> <p>In 2023:</p> <p>49% of Year 3 students achieved strong or exceeding for their results in NAPLAN reading</p> <p>32% of Year 5 students achieved strong or exceeding for their results in NAPLAN reading</p> <p>50% Prep Students achieving Cluster 4 or above (Literacy Continuum: Reading Texts)</p> <p>54% Year 1 Students achieving Cluster 6 or above</p> <p>56% Year 2 Students achieving Cluster 8 or above</p> <p>0% Year 3 Students achieving Cluster 9 or above*</p> <p>3% Year 4 Students achieving Cluster 10 or above*</p> <p>4% Year 5 Students achieving Cluster 11 or above*</p> <p>4% Year 6 Students achieving Cluster 12 or above*</p> <p>* this data is not an accurate reflection of student achievement due to inconsistent data entry into OneSchool</p> <p>By the end of 2024:</p> <p>60% Prep Students achieving Cluster 4 or above (Literacy Continuum: Reading Texts)</p> <p>60% Year 1 Students achieving Cluster 6 or above</p> <p>60% Year 2 Students achieving Cluster 8 or above</p> <p>55% Year 3 Students achieving Cluster 9 or above</p> <p>55% Year 4 Students achieving Cluster 10 or above</p> <p>50% Year 5 Students achieving Cluster 11 or above</p> <p>45%/Year 6 Students achieving Cluster 12 or above</p> <ol style="list-style-type: none"> Using evidence of learning in Term 4, all students marked against the relevant critical aspect of Reading Texts within the OneSchool Literacy Continuum. All teachers have completed all the modules within ToR suite and have engaged in professional readings and can identify their signature pedagogical practices for the effective ToR using: <ul style="list-style-type: none"> Bringing Words to Life: Robust Vocabulary Instruction The Art and Science of Teaching Primary Reading Explicit Instruction Readings and resources from the ToR suite All teacher aides have completed module 5 of ToR All teachers have designed and implemented robust reading routines within their daily literacy blocks that are aligned to research-based best practices. <p>Behaviourally:</p> <p>Students can/will: be reading texts at the expected cluster level for their age</p> <p>Teachers can/will: be closely monitoring and tracking the reading progress of every student using the Literacy Continuum. They will have the capacity to fully implement the Teaching of Reading modules within their teaching pedagogy for reading</p> <p>Leadership team can/will: be meeting regularly with teachers to interrogate students' reading data. Provide coaching to teaching staff in developing their capacity to implement the Teaching of Reading modules within their teaching pedagogy for reading.</p> <p>Teacher Aides/Inclusion Teachers: can/will support targeted students in leveraging their reading behaviours in accordance with individual student reading goals set by the class teacher</p>	<p>Measurable outcomes</p> <p>PBL Fidelity data stats: Tier 1 School (25+ points out of 30)</p> <p>10% reduction of students (28 in 2023) in Tier 3 behaviour data on one school.</p> <p>10% reduction of students (50 in 2023) in Tier 2 behaviour data on one school.</p> <p>100% increase in records of positive One School PBL data</p> <p>10% decrease in minor incidents (1447) data recorded on one school behaviour data</p> <p>10% decrease in major incidents (476) data recorded on one school behaviour data</p> <p>15% decrease in behaviour category/Defiance (538 incidences, 2023) recorded on one school behaviour data</p> <p>10% decrease in behaviour category/Abusive Language (196 incidences, 2023) recorded on one school behaviour data</p> <p>10% decrease in behaviour category/Physical Aggression (389 incidences, 2023) recorded on one school behaviour data</p> <p>Attendance's data: 2023 recorded data on OneSchool – 90.45%</p> <p>Predicted improvement of attendance – 92.5%</p>	<p>Behaviourally:</p> <p>Students can/will: Demonstrate an improved level of positive behaviour and self-regulation in responding to diverse social, emotional and academic impacts in meeting MWSS expectations of Be Safe, Be Respectful and Be a Learner</p> <p>Teachers can/will: teach expected academic, social and emotional behaviours directly to all students in the classroom and across all settings using the school behaviour matrix</p> <p>Leadership team can/will: continue to lead and promote a positive behaviour agenda by supporting the needs of teachers and students to achieve success using PBL</p> <p>PBL Professional Team to create term goals and actions to support the achievement of goals in embedding the PBL framework at MWSS</p> <p>Behaviour Coach will support teaching staff in implementing positive evidence-based practices that align with the MWSS PBL Framework</p> <p>PBL Professional Team using current OneSchool data trends to inform staff on a fortnightly basis using a data set (Communicated through Staff Newsletter)</p> <p>PBL Professional Team using current OneSchool data trends to facilitate professional development sessions for all teaching staff on a fortnightly basis using a data set at Staff Meetings</p>	<p>Professional Development for staff Classroom Management Hub OneSchool Data Sets Collaborative Fortnightly Lesson Plans Turtle tokens Reward System- (Individual, Class and Whole School) Place Based Collaboration of Behaviour Coach – 1 day per week</p>
<p>End Term 4</p> <p>Success criteria</p> <p>Behaviourally:</p> <p>Students can/will: be reading texts at the expected cluster level for their age</p> <p>Teachers can/will: be closely monitoring and tracking the reading progress of every student using the Literacy Continuum. They will have the capacity to fully implement the Teaching of Reading modules within their teaching pedagogy for reading</p> <p>Leadership team can/will: be meeting regularly with teachers to interrogate students' reading data. Provide coaching to teaching staff in developing their capacity to implement the Teaching of Reading modules within their teaching pedagogy for reading.</p> <p>Teacher Aides/Inclusion Teachers: can/will support targeted students in leveraging their reading behaviours in accordance with individual student reading goals set by the class teacher</p>	<p>End Term 4</p> <p>Success criteria</p> <p>Behaviourally:</p> <p>Students can/will: Demonstrate an improved level of positive behaviour and self-regulation in responding to diverse social, emotional and academic impacts in meeting MWSS expectations of Be Safe, Be Respectful and Be a Learner</p> <p>Teachers can/will: teach expected academic, social and emotional behaviours directly to all students in the classroom and across all settings using the school behaviour matrix</p> <p>Leadership team can/will: continue to lead and promote a positive behaviour agenda by supporting the needs of teachers and students to achieve success using PBL</p> <p>PBL Professional Team to create term goals and actions to support the achievement of goals in embedding the PBL framework at MWSS</p> <p>Behaviour Coach will support teaching staff in implementing positive evidence-based practices that align with the MWSS PBL Framework</p> <p>PBL Professional Team using current OneSchool data trends to inform staff on a fortnightly basis using a data set (Communicated through Staff Newsletter)</p> <p>PBL Professional Team using current OneSchool data trends to facilitate professional development sessions for all teaching staff on a fortnightly basis using a data set at Staff Meetings</p>	<p>Professional Development for staff Classroom Management Hub OneSchool Data Sets Collaborative Fortnightly Lesson Plans Turtle tokens Reward System- (Individual, Class and Whole School) Place Based Collaboration of Behaviour Coach – 1 day per week</p>	<p>Professional Development for staff Classroom Management Hub OneSchool Data Sets Collaborative Fortnightly Lesson Plans Turtle tokens Reward System- (Individual, Class and Whole School) Place Based Collaboration of Behaviour Coach – 1 day per week</p>
<p>Artefacts</p> <p>One School literacy continuum reports.</p> <p>Case Management Templates</p> <p>Literacy Continuum</p> <p>Early Start</p> <p>A-E Data</p> <p>NAPLAN</p> <p>Learning Walls</p> <p>Lesson plans</p>	<p>Artefacts</p> <p>Professional Development for staff Classroom Management Hub OneSchool Data Sets Collaborative Fortnightly Lesson Plans Turtle tokens Reward System- (Individual, Class and Whole School) Place Based Collaboration of Behaviour Coach – 1 day per week</p> <p>Minor and Major Document</p> <p>Behaviour Management Flowchart</p>	<p>Professional Development for staff Classroom Management Hub OneSchool Data Sets Collaborative Fortnightly Lesson Plans Turtle tokens Reward System- (Individual, Class and Whole School) Place Based Collaboration of Behaviour Coach – 1 day per week</p>	<p>Professional Development for staff Classroom Management Hub OneSchool Data Sets Collaborative Fortnightly Lesson Plans Turtle tokens Reward System- (Individual, Class and Whole School) Place Based Collaboration of Behaviour Coach – 1 day per week</p>

Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring
<p>Using evidence of learning in Term 1, all students marked at their current cluster level for the critical aspect of Reading Texts within the OneSchool Literacy Continuum.</p> <p>All teachers have completed modules 1, 2, 3 of ToR</p> <p>All teacher aides have completed module 1 of ToR</p> <p>All teachers have designed and implemented robust vocabulary lessons on a weekly basis and this is reflected on the class Learning Wall</p>	<p>Behaviourally: Students can/will: be reading texts at or above the expected cluster level for their age</p> <p>Teachers can/will: be closely monitoring and tracking the reading progress of every student using the Literacy Continuum, creating individual reading goals with aligned action plans, and developing confidence in demonstrating consistent signature practices for the effective teaching of reading</p> <p>Leadership team can/will: be meeting fortnightly with teachers to interrogate students' reading data and plan next steps for the individual explicit teaching and learning of reading.</p> <p>Teacher Aides/Inclusion Teachers: can/will support targeted students in leveraging their reading behaviours in accordance with individual student reading goals set by the class teacher</p>	<p>Literacy Continuum</p> <p>Bank of STRIVE lessons</p> <p>Learning Walls</p> <p>Case Management meeting minutes</p>		<p>Predicted improvement of attendance 92.5%</p> <p>2% reduction of students (28 in 2023) in Tier 3 behaviour data on one school.</p> <p>2% reduction of students (50 in 2023) in Tier 2 behaviour data on one school.</p> <p>25% increase in records of positive One School PBL data</p> <p>2% decrease in minor incidents (1447) data recorded on one school behaviour data</p> <p>2% decrease in major incidents (476) data recorded on one school behaviour data</p> <p>5% decrease in behaviour category/Defiance (538 incidences, 2023) recorded on one school behaviour data</p> <p>2% decrease in behaviour category/Abusive Language (196 incidences, 2023) recorded on one school behaviour data</p> <p>2% decrease in behaviour category/Physical Aggression (389 incidences, 2023) recorded on one school behaviour data</p>	<p>Behaviourally: Students can/will: Demonstrate an improved level of positive behaviour and self-regulation in responding to diverse social, emotional and academic impacts in meeting MWSS expectations of Be Safe, Be Respectful and Be a Learner</p> <p>Teachers can/will: teach expected academic, social and emotional behaviours directly to all students in the classroom and across all settings using the school behaviour matrix</p> <p>Leadership team can/will: continue to lead and promote a positive behaviour agenda by supporting the needs of teachers and students to achieve success using PBL</p> <p>PBL Professional Team to create term goals and actions to support the achievement of goals in embedding the PBL framework at MWSS</p> <p>Behaviour Coach will support teaching staff in implementing positive evidence-based practices that align with the MWSS PBL Framework</p> <p>PBL Professional Team using current OneSchool data trends to inform staff on a fortnightly basis using a data set (Communicated through Staff Newsletter)</p> <p>PBL Professional Team using current OneSchool data trends to facilitate professional development sessions for all teaching staff on a fortnightly basis using a data set at Staff Meetings</p>	<p>Professional Development for staff</p> <p>Classroom Management Hub</p> <p>OneSchool Data Sets</p> <p>Collaborative Fortnightly Lesson Plans</p> <p>Turtle tokens</p> <p>Reward System- (Individual, Class and Whole School)</p> <p>Place Based Collaboration of Behaviour Coach – 1 day per week</p> <p>TFI Walkthrough Survey</p>	
<p>Using evidence of learning in Term 2, all students marked against the relevant critical aspect of Reading Texts within the OneSchool Literacy Continuum.</p> <p>All teachers have completed module 5 of ToR</p> <p>All teacher aides have completed module 2 of ToR</p> <p>All teachers have designed and begun implementing robust reading routines within their daily literacy blocks that are aligned to research-based best practices.</p>	<p>Behaviourally: Students can/will: be reading texts at or above the expected cluster level for their age</p> <p>Teachers can/will: be closely monitoring and tracking the reading progress of every student using the Literacy Continuum, creating individual reading goals with aligned action plans, and developing confidence in demonstrating consistent signature practices for the effective teaching of reading</p> <p>Leadership team can/will: be meeting fortnightly with teachers to interrogate students' reading data and plan next steps for the individual explicit teaching and learning of reading.</p> <p>Teacher Aides/Inclusion Teachers: can/will support targeted students in leveraging their reading behaviours in accordance with individual student reading goals set by the class teacher</p> <p>85% Year 1 Students achieving Cluster 2 or above (Literacy Continuum: Reading Texts)</p> <p>50% Year 1 Students achieving Cluster 5 or above</p> <p>50% Year 2 Students achieving Cluster 7 or above</p> <p>80% Year 3 Students achieving Cluster 8 or above</p> <p>75% Year 4 Students achieving Cluster 9 or above</p> <p>70% Year 5 Students achieving Cluster 10 or above</p> <p>65% Year 6 Students achieving Cluster 11 or above</p>	<p>Literacy Continuum</p> <p>Bank of STRIVE lessons</p> <p>Learning Walls</p> <p>Case Management meeting minutes</p> <p>Class timetable and lesson planning</p>		<p>Predicted improvement of attendance 92.5%</p> <p>5% reduction of students (28 in 2023) in Tier 3 behaviour data on one school.</p> <p>5% reduction of students (50 in 2023) in Tier 2 behaviour data on one school.</p> <p>50% increase in records of positive One School PBL data</p> <p>5% decrease in minor incidents (1447) data recorded on one school behaviour data</p> <p>5% decrease in major incidents (476) data recorded on one school behaviour data</p> <p>10% decrease in behaviour category/Defiance (538 incidences, 2023) recorded on one school behaviour data</p> <p>5% decrease in behaviour category/Abusive Language (196 incidences, 2023) recorded on one school behaviour data</p> <p>5% decrease in behaviour category/Physical Aggression (389 incidences, 2023) recorded on one school behaviour data</p>	<p>Behaviourally: Students can/will: Demonstrate an improved level of positive behaviour and self-regulation in responding to diverse social, emotional and academic impacts in meeting MWSS expectations of Be Safe, Be Respectful and Be a Learner</p> <p>Teachers can/will: teach expected academic, social and emotional behaviours directly to all students in the classroom and across all settings using the school behaviour matrix</p> <p>Leadership team can/will: continue to lead and promote a positive behaviour agenda by supporting the needs of teachers and students to achieve success using PBL</p> <p>PBL Professional Team to create term goals and actions to support the achievement of goals in embedding the PBL framework at MWSS</p> <p>Behaviour Coach will support teaching staff in implementing positive evidence-based practices that align with the MWSS PBL Framework</p> <p>PBL Professional Team using current OneSchool data trends to inform staff on a fortnightly basis using a data set (Communicated through Staff Newsletter)</p> <p>PBL Professional Team using current OneSchool data trends to facilitate professional development sessions for all teaching staff on a fortnightly basis using a data set at Staff Meetings</p>	<p>Professional Development for staff</p> <p>Classroom Management Hub</p> <p>OneSchool Data Sets</p> <p>Collaborative Fortnightly Lesson Plans</p> <p>Turtle tokens</p> <p>Reward System- (Individual, Class and Whole School)</p> <p>Place Based Collaboration of Behaviour Coach – 1 day per week</p>	

<p>Using evidence of learning in Term 3, all students marked against the relevant critical aspect of Reading Texts within the OneSchool Literacy Continuum.</p> <p>All teachers have completed all the modules within ToR suite and have engaged in professional readings to begin identifying their signature practices for the ToR using:</p> <ul style="list-style-type: none"> Bringing Words to Life: Robust Vocabulary The Art and Science of Teaching Primary Reading Explicit Instruction <p>Readings and resources from the ToR suite</p> <p>All teacher aides have completed module 3 of ToR</p> <p>All teachers have designed and begun implementing robust reading routines within their daily literacy blocks that are aligned to research-based best practices.</p>	<p>Behaviourally: Students can/will: be reading texts at or above the expected cluster level for their age</p> <p>Teachers can/will: be closely monitoring and tracking the reading progress of every student using the Literacy Continuum, creating individual reading goals with aligned action plans, and developing confidence in demonstrating consistent signature practices for the effective teaching of reading</p> <p>Leadership team can/will: be meeting fortnightly with teachers to interrogate students' reading data and plan next steps for the individual explicit teaching and learning of reading.</p> <p>Teacher Aides/Inclusion Teachers: can/will support targeted students in leveraging their reading behaviours in accordance with individual student reading goals set by the class teacher</p>	<p>Literacy Continuum</p> <p>Bank of STRIVE lessons</p> <p>Learning Walls</p> <p>Case Management meeting minutes</p> <p>Class timetable and lesson planning</p>	<p>End Term 3</p> <ul style="list-style-type: none"> Predicted improvement of attendance 92.5% 7.5% reduction of students (28 in 2023) in Tier 3 behaviour data on one school. 7.5% reduction of students (50 in 2023) in Tier 2 behaviour data on one school. 75% increase in records of positive One School PBL data 7.5% decrease in minor incidents (1447) data recorded on one school behaviour data 7.5% decrease in major incidents (476) data recorded on one school behaviour data 12% decrease in behaviour category/Defiance (538 incidents, 2023) recorded on one school behaviour data 7.5% decrease in behaviour category/Abusive Language (196 incidents, 2023) recorded on one school behaviour data 7.5% decrease in behaviour category/Physical Aggression (389 incidents, 2023) recorded on one school behaviour data <p>Attendance's data: 2023 recorded data on OneSchool – 90.45%</p> <p>Predicted improvement of attendance – 92.5%</p>	<p>Behaviourally: Students can/will: Demonstrate an improved level of positive behaviour and self-regulation in responding to diverse social, emotional and academic impacts in meeting MWSS expectations of Be Safe, Be Respectful and Be a Learner</p> <p>Teachers can/will: teach expected academic, social and emotional behaviours directly to all students in the classroom and across all settings using the school behaviour matrix</p> <p>Leadership team can/will: continue to lead and promote a positive behaviour agenda by supporting the needs of teachers and students to achieve success using PBL</p> <p>PBL Professional Team to create term goals and actions to support the achievement of goals in embedding the PBL framework at MWSS</p> <p>Behaviour Coach will support teaching staff in implementing positive evidence-based practices that align with the MWSS PBL Framework</p> <p>PBL Professional Team using current OneSchool data trends to inform staff on a fortnightly basis using a data set (Communicated through Staff Newsletter)</p> <p>PBL Professional Team using current OneSchool data trends to facilitate professional development sessions for all teaching staff on a fortnightly basis using a data set at Staff Meetings</p>	<p>Professional Development for staff</p> <p>Classroom Management Hub</p> <p>OneSchool Data Sets</p> <p>Collaborative Fortnightly Lesson Plans</p> <p>Turtle tokens Reward System- (Individual, Class and Whole School)</p> <p>Place Based Collaboration of Behaviour Coach – 1 day per week</p>
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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