



Manly West State School *Deeds not words*

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2025 ANNUAL IMPLEMENTATION PLAN



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

School priority 1		School priority 2	
School priority 1: Reading Implementation of systematic synthetic phonics using consistent instructional routines that includes review, teach, practice and apply. Strategic Plan - To develop a consistent whole school approach to The Teaching of Reading through the Australian Curriculum V9 to improve student outcomes in reading.		School priority 2: PBL Embed PBL practices through consistent use of PBL language practices across the school and rewarding positive behaviour with a 4:1 ratio. Strategic Plan - Develop a safe and supportive environment and positive culture for wellbeing and engagement.	
Link to school review improvement strategy: Building an expert teaching team		Link to school review improvement strategy: Continuing the systematic implementation of the PBL: framework for the well-being all students.	
Strategy/ies Developing collaborative culture sharing successes and challenges including feedback from our colleagues. Review the current teaching of reading specifically around synthetic phonics PREP-2 and the instructional routines. Identify current practices at Manly West SS that align with the research and are best practices. Develop explicitly what these best practices look like, feel like, sound like in our school. Explore the use of DIEBELS to track student progress in our reading journey through a systematic approach to the collection, analysis and discussion of the data that promotes a culture of high expectations for student achievement.		Strategy/ies Promote Distributed Leadership- Shared leadership roles: Empower team members to take on leadership roles. Encourage ownership: of the whole staff of PBL framework. Allow teachers to take responsibility for specific areas of the team's work.	
Actions including Responsible officer(s)		Resources	
Engage teachers in Professional Learning Teams (DEEDS) to ensure improved learning outcomes, consistent pedagogy and common understanding of English. (Leadership team) Development and implementation of Level 1, 2 and 3 planning to use the Australian Curriculum English V9 - (DP and Teachers) Scan and access about how reading is taught at Manly West SS over the years and currently- history walk, leadership team observations (Leadership Team and teachers) Professional development for all staff around explicit instructional routines specifically for reading (Staff- identified through APDP) Identify through observations what good practices around explicit instructional routines are in place currently at Manly West SS (Leadership team) Agreed practices consistently across the school and beginning to practice and share these.(Leadership Team and Teachers)		Reading Hub DEEDS – \$50000 to release teachers to work collaboratively. Staff Meetings – PD and sharing practice Inclusion Staff Watching Others Work Walk throughs Implementation Guide and Signposts	
Measurable outcomes		Measurable outcomes	
Maintain/improve the proportion of students: <ul style="list-style-type: none"> 100% students making 1 year progress in one-year teaching. Prep to Year 6 achieving an A-C standard in English at 86% - Prep to Year 6 achieving A or B for English at 45% 		Student engagement and wellbeing be reflected in 89% whole school attendance rate Less than 20% of students with a under 85% attendance rate SDA rate -Less than 5 students	
Success criteria		Success criteria	
Behaviourally: <ul style="list-style-type: none"> Leadership Team/Teachers/Teacher Aides/Students will have a understanding/knowledge and be able to demonstrate what we all agreed are our consistent best practices/routines in every classroom around the teaching of synthetic phonics 		Behaviourally: <ul style="list-style-type: none"> Leadership Team/ Staff and Students to acknowledge that PBL is the culture of our school. Staff using consistent PBL language practices used across all areas of the school. Staff having acknowledgement of students' behaviour as the priority in their toolkit of strategies. Students' positive acknowledgement will be increased. Students can verbalise how often and reason of why they were acknowledged. 	
Artefacts		Artefacts	
Documented what are the expected instructional routines at Manly West SS teaching synthetic phonics Vignettes. Feedback and Walk Through documents		Scripts, Students can verbalise ways they are positively acknowledged and what for.	
Measurable outcomes		Measurable outcomes	
Success criteria		Success criteria	
Artefacts		Artefacts	
Monitoring		Monitoring	
End Term 1		End Term 1	
Behaviourally: <ul style="list-style-type: none"> Teachers in their teams will be starting to have professional and honest conversations around some of their practices. (Development of some trust and protocols) Staff will be able to Identify teaching of reading over years and what is currently happening at Manly West SS 		Behaviourally: <ul style="list-style-type: none"> PBL team collaboratively with staff have developed some scripts to be used across whole school. Upper schoolteachers have shared classroom acknowledgement systems with staff. PBL team have plans for some more visuals of PBL around playground expectations 	
DEEDS mtg – schedule Reading Journey over the years Current practices of Reading at Manly West SS		Scripts Individual classroom plans	
<i>Green –on track Yellow – underway Magenta – yet to commence</i>		<i>Green –on track Yellow – underway Magenta – yet to commence Complete end of each term</i>	

End Term 2		Behaviourally: Leadership Team Identified what best practice strategies/routines of EI are at Manly West SS	List of strategies Vignettes of strategies		End Term 2		Behaviourally: <ul style="list-style-type: none">Staff are using scripts across the whole school.Lower schoolteachers have shared classroom acknowledgement systems with staff.PBL team have visuals of PBL around playground expectations	Scripts Playground visuals	
End Term 3		Behaviourally: Teachers will Identified what practices of high performing strategies of EI for reading are in Manly West SS	Vignettes of our staff demonstrating strategies		End Term 3		Behaviourally: <ul style="list-style-type: none">Staff have developed some embedded whole school and classroom acknowledgement systems across the school.Increasing the acknowledgements of students across the whole school.		

Approvals

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

Principal: *RL Jones*

P&C President:

School Supervisor *B. Shackleton*