

ALGESTER State School

2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1: STRATEGIC PLANNING Drive an Explicit Improvement Agenda with clear, transparent accountability processes.		Monitoring				Long term measurable/desired outcomes: By the end of 2025, each program manager will have a clear, communicated action plan for their targeted area. By the end of 2025, staff, students and the community will have participated in quarterly celebrations of success. By the end of 2025, Algester staff and students will have a safe, inclusive and age-appropriate Library space to cater for the diverse needs of students. By the end of 2025, Year 1 2026 SRS school owned iPad program will be established, communicated and resourced.	AIP measurable/desired outcomes: <ul style="list-style-type: none">D1.1 Regular junctures of monitoring of action plan for each targeted area that clarifies the roles and responsibilities and accountabilities of leaders.D1.2 Quarterly, planned celebrations of success that allow monitoring of the effectiveness and impact of priority areasD4.1 Transparent system that monitors the use of resources and how the data has improved student outcomes.D4.2 After production of annual budget, communicate the allocation and reasons for resourcing decisions to all staff.D7.3 (school based) Fully resourced school owned iPad program for Year 1 students 2026.D1.1 & D1.2 All staff articulate explicit improvement agenda																					
Strategies:		Term 1	Term 2	Term 3	Term 4																							
D1.1 Create action plans with associated targets that are regularly monitored for impact to clarify roles, responsibilities and accountabilities of leaders in implementing the improvement agenda.																												
D1.2 Develop precise, measurable targets in the strategic plan and Annual Implementation Plan (AIP) to monitor the effectiveness and impact of prioritised actions and enable staff to celebrate success.																												
D4.1 Consolidate systems for monitoring the financial investments aligned to strategic priorities to monitor their impact and effectiveness.																												
D4.2 Establish methods for communicating resource allocation decisions with staff to improve transparency and collective understanding of how resources are allocated to meet students' needs.						Responsible officer(s): <ul style="list-style-type: none">PrincipalDPHODCHOSESPedagogical coachesInclusion teachersClassroom teachersTeacher AidesiPad TA'aBM	Resources: <ul style="list-style-type: none">Continue regular meetings of the Strategic Cohort Meeting, Teacher Aide meeting and meetings that are forums for collaboration and communication with staff, student and community.Resourcing aligned to the annual AIP.Strategic planning of teacher aide usage across the school																					
D7.3 Establish a Student Resource Scheme that allocates equitable resourcing to students to improve learning outcomes. (school based)																												
Actions:		Term 1	Term 2	Term 3	Term 4																							
D1.1.1 Program managers develop and communicate action plan with associated targets																												
D4.2 Program managers align actions plans to resource allocation through SBS Budget Solution																												
D1.2 Plan and advertise specific "Celebration of Success" days quarterly						Long term measurable/desired outcomes: By the end 2025 teachers will select and use data informed high impact pedagogical practices that meet the demands of the curriculum and differentiate learning to improve student learning outcomes and extend students to achieve at least one year of learning growth or more within a year.	AIP measurable/desired outcomes: <table><tr><td></td><td>2024</td><td>2025</td></tr><tr><td>> C English</td><td>90%</td><td>90%</td></tr><tr><td>> AB English</td><td>50%</td><td>60%</td></tr><tr><td>> C Maths</td><td>90%</td><td>90%</td></tr><tr><td>> AB Maths</td><td>50%</td><td>60%</td></tr><tr><td>< Strategic & Intensive level DIBELS</td><td>N/A</td><td>80%</td></tr><tr><td>> CORE Level DIBELS (Blue & Green)</td><td>N/A</td><td>20%</td></tr></table>		2024	2025	> C English	90%	90%	> AB English	50%	60%	> C Maths	90%	90%	> AB Maths	50%	60%	< Strategic & Intensive level DIBELS	N/A	80%	> CORE Level DIBELS (Blue & Green)	N/A	20%
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D4.1.1 Communicate to staff the allocation of resources aligned to the explicit school improvement agenda and action plans for student outcomes.																												
D4.1.2 Allocate and prioritise appropriate funds for infrastructure improvement - Library																												
D4.1.3 Planning and design of safe, inclusive and age-appropriate library space.																												
D7.3.1 Document an SRS process and implement Year 1 2026 School Owned Devices approved by the P and C.			(STAFF)	(PARENTS)																								
D7.3.2 Communicate SRS process for Year 1 2026 School Owned Devices to staff and parent community providing student resource form.																												
School priority 2: EDUCATIONAL ACHIEVEMENT Achieve at least a year's worth of learning growth within a year through implementing Curriculum with effective Pedagogy.		Monitoring				Long term measurable/desired outcomes: By the end 2025 teachers will select and use data informed high impact pedagogical practices that meet the demands of the curriculum and differentiate learning to improve student learning outcomes and extend students to achieve at least one year of learning growth or more within a year.	AIP measurable/desired outcomes: <table><tr><td></td><td>2024</td><td>2025</td></tr><tr><td>> C English</td><td>90%</td><td>90%</td></tr><tr><td>> AB English</td><td>50%</td><td>60%</td></tr><tr><td>> C Maths</td><td>90%</td><td>90%</td></tr><tr><td>> AB Maths</td><td>50%</td><td>60%</td></tr><tr><td>< Strategic & Intensive level DIBELS</td><td>N/A</td><td>80%</td></tr><tr><td>> CORE Level DIBELS (Blue & Green)</td><td>N/A</td><td>20%</td></tr></table>		2024	2025	> C English	90%	90%	> AB English	50%	60%	> C Maths	90%	90%	> AB Maths	50%	60%	< Strategic & Intensive level DIBELS	N/A	80%	> CORE Level DIBELS (Blue & Green)	N/A	20%
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Strategies:		Term 1	Term 2	Term 3	Term 4																							
D7.2 Strengthen opportunities for teacher and leader collaboration during curriculum planning to enhance teachers' capability in planning for differentiation, with a focus on extending high-achieving students.																												
D2.1 Strengthen staff capability in analysing and using a range of student data to inform decisions about differentiation and monitor student learning progress.																												
D2.2 Refine the data plan, aligning it with current monitoring tools, to ensure that data collected adds value to teaching practice and informs strategic planning.																												
D6.1 Sustain teachers' understanding of the full breadth of the AC, to maintain their capability in curriculum planning, assessment and reporting.																												
D8.1 Prioritise opportunities for teachers and leaders to discuss student learning data in relation to the principles of pedagogy to identify effective pedagogies for learning areas and learners.																												
D8.2 Prioritise collegial engagement opportunities, including observations and feedback, to support teachers in evaluating and reflecting on the effectiveness of pedagogical practices.																												
D5.1 Embed regular opportunities for teachers and leaders to partner purposefully in classrooms to support teachers' professional growth and leaders' line of sight into prioritised classroom practices.						Responsible officer(s): <ul style="list-style-type: none">PrincipalDPHODCHOSES	Resources: <ul style="list-style-type: none">DoE pedagogical practices for learning resource (fan)Australian Curriculum v.9 implementation resourcesDigital pedagogical coachHeggerty resource suite & phonograms support materials																					
Actions:		Term 1	Term 2	Term 3	Term 4																							
D7.2/D6.1.Familiarise and continue planning for the implementation of Australian V9.0 English, Maths and Science																												
D2.1/D2.2.1 Collaboratively develop the 3 levels of planning using data to inform teaching pedagogical practice with shared accountability.																												

D6.1.1 Build assessment literacy of teachers through analysis and response to data to inform student learning goals					<ul style="list-style-type: none"> Pedagogical coaches Inclusion teachers Classroom teachers Teacher Aides 	<ul style="list-style-type: none"> Maths pedagogical support resources TBD Peer coaching support (TRS & coaching timetable support) Collaborative planning (TRS & coaching timetable support) RAP Committee Cultural capabilities-regional supports Additional speech pathologist support First Nations community members
D6.1.2 Review and refine practices in reading comprehension in P-6						
D8.2.1 Review and build a repertoire of high impact teaching practices to support, develop and extend students.						
D8.1 Scale up consistent whole school effective instructional routines for Maths and English						
D8.2.2/D5.1 Continue to build capability through coaching digital pedagogy and school pedagogical practices (Instructional Routine, DIBELS, Reading routines, differentiation (support & extend), goal setting, feedback process and co-teaching.						
D2.1/D2.2.2 Implement and extend the collection of task and strand specific data for V9 Maths and English in Oneschool						
D5.1 Conduct purposeful partnerships in classrooms as part the collegial engagement framework						
D7.2 Continue speech pathologist support for early years literacy intervention						
School priority 3: CULTURE AND INCLUSION Foster a Culture of Inclusion supported by multi-tiered systems.	Monitoring				Long term measurable/desired outcomes: By the end of 2025, the school will develop and trial an MTSS framework focused on early literacy skills to improve reading outcomes for all students. By the end of 2025, the school will develop and trial a co-teaching model as part of the MTSS framework to improve student engagement and outcomes. By the end of 2025 class teachers will identify and plan for diversity of learners in their classrooms.	AIP measurable/desired outcomes: <ul style="list-style-type: none"> 100% of teachers and teacher aides will have had input into the development and implementation of a trial of an MTSS framework focused on early literacy skills. 100% of teaching staff will be able to articulate the purpose of co-teaching as part of a MTSS framework. 80% of class teachers involved in co-teaching. 100% of classroom teachers can identify and plan for the diverse learners in their classroom. 80% of students agree their opinions are taken seriously 83% of parents agree their opinions are taken seriously
Strategies:	Term 1	Term 2	Term 3	Term 4		
D3.2 Collaboratively formalise a school-wide Multi-Tiered System of Supports (MTSS) approach to coordinate and align support strategies and interventions for all students and targeted groups and individuals						
D7.1 Further develop and embed the co-teaching model to build collective capability to support all students to access and progress through the curriculum.						
D9.1 Build further connections with parents and community members from all social, cultural, community and family backgrounds, of all identities and all abilities to broaden the range of perspectives that inform teaching and learning.						
Actions:	Term 1	Term 2	Term 3	Term 4	Responsible officer(s): <ul style="list-style-type: none"> Principal DP HODC HOSES Pedagogical coaches Inclusion teachers Classroom teachers Teacher Aides 	Resources: <ul style="list-style-type: none"> Coaching Timetable – to allow staff observation and upskilling. Allocated time in planning days to develop an MTSS framework. PD opportunities for key staff to build capacity to implement an MTSS framework. PD opportunities to collaboratively formalise a school-wide MTSS framework. Resources that reflect the diversity of students and families of Algester SS.
D3.2.1 Build staff knowledge and understanding of the purpose and implementation of an MTSS framework including the establishment of a PLC.						
D3.2.2. Collaboratively develop a draft MTSS framework with a focus on early literacy skills with a range of teaching staff.						
D3.2.3 Implement and gather feedback on draft MTSS framework with a focus on early literacy skills.						
D7.1.1 Build knowledge and understanding of effective co-teaching through professional learning opportunities for teachers and teacher aides.						
D7.1.2 Collaboratively develop draft guidelines to inform a co-teaching model as part of an MTSS framework.						
D7.1.3 Implement a co-teaching model as part of an MTSS framework to support student engagement and outcomes involving Inclusion and classroom teaching staff.						
D9.1.3 Incorporate identification of diverse learners as part of planning days.						
School priority 4: WELLBEING AND ENGAGEMENT Promote a learning environment for students, staff and community members that fosters Wellbeing and Engagement.	Monitoring				Long term measurable/desired outcomes: By the end of 2025, the school will provide opportunities for students, staff, parents and community to engage in wellbeing and engagement strategies. By the end of 2025, the school will be actively implementing key features of Tier 1 PBL to support and improve student engagement.	AIP measurable/desired outcomes: D1.6 <ul style="list-style-type: none"> 85% of parent teacher interviews booked by parent/carers > 50% positive staff morale in School Opinion Surveys (SOS), with continual growth. > 80% of students like being at school (SOS) > 68% of students are interested in their schoolwork (SOS) > 93% student attendance rate (SORD) <16% of students with 'at risk' attendance rate (less than or equal to 85%) (SORD) < 8% student chronic absenteeism (SORD) D3.1 <ul style="list-style-type: none"> 100% of staff consistently access a bank of collaboratively developed Tier 1 PBL supports 100% of students will access frequent and regular incentives for showing school behavioural expectations 100% staff will engage in Essential Skills for Classroom Management (ESCM) and Active Supervision strategies
Strategies:	Term 1	Term 2	Term 3	Term 4		
D1.6 Expand opportunities to build on wellbeing and engagement strategies to support students, staff, parents and community. (School based)				Review		
D3.1 Explore ways to collaboratively identify and implement a range of Tier 1 PBL strategies to foster shared ownership for and consistent implementation of agreed strategies				Review		

						<ul style="list-style-type: none">80% of staff consistently implement or maintain the critical features of Positive Behaviour Learning Tier 1.100% of staff consistently access a bank of collaboratively developed Tier 1 PBL supports< 8 Students with disciplinary absences (SDAs)> 56% of staff will rate student behaviour as well managed. (SOS)		
Actions	Term 1	Term 2	Term 3	Term 4	Responsible officer(s):	Resources:		
D1.6 Establish a Staff Wellbeing Team and Action Plan					<ul style="list-style-type: none">PrincipalDPHODCHOSESPedagogical coachesInclusion teachersClassroom teachersTeacher AidesAncillary Staff	<ul style="list-style-type: none">Regular meetings of PBL TeamPBL professional development for whole schoolPurchasing ogf PBL resources aligned to AIPPurchasing of Social – Emotional Wellbeing ProrgamEngage Petris Lapis as guest speaker from ICMI to present on PFD on staff wellbeing “The Keys to Dealing with the Tough Stuff – practical tools and strategies”Resourcing for staff wellbeing activities and events eg. Staff Appreciation DayResourcing for staff release eg coaching timetable		
<ul style="list-style-type: none">Identify the key elements of the Staff Wellbeing Action Plan:Raise staff awareness and understanding of wellbeing strategiesLiaise with key stakeholders i.e., Regional Wellbeing Team, WHS&W TeamCollect post implementation data for distance travelled across the year								
Create and implement Algester SS Attendance Guidelines and monitoring system								
Communicate staff roles and responsibilities to meet student attendance targets								
Continue to implement Grow Your Minds Program in Prep – Year 3 (Training of new Prep – Year 3 staff)								
<ul style="list-style-type: none">Continue successful student pathways to ensure students are starting strong and building on foundations (e.g., playgroup, EEC network meetings) to support Prep transitions, secondary school transitions, year level transitions								
D3.1 Continue to design and teach school wide behavioural expectations								
<ul style="list-style-type: none">Create and implement a school wide system (year level specific) for rewarding behavioural expectationsClarify and communicate the school wide major/minor behaviour matrixContinue the implementation of ESCM and Active SupervisionClarify and communicate the school wide documented system for reporting behaviour violationsClarify and communicate how student behaviour data is entered on One School								
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.								
<div>Principal: Janine Leach<div><i>Leach</i> 26.02.2025</div></div> <div>P&C/School Counci: Simone Potts<div><i>SPotts</i></div></div> <div>School Supervisor: Brett Shackleton<div><i>B. Shackleton</i></div></div> <div>26.2.2025</div>								

