

# ALGESTER State School

## 2025 ANNUAL IMPLEMENTATION PLAN



Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:																					
				By the end of 2025, each program manager will have a clear, communicated action plan for their targeted area.	• D1.1 <i>Regular junctures of monitoring</i> of action plan for each targeted area that clarifies the roles and responsibilities and accountabilities of leaders.																					
				By the end of 2025, staff, students and the community will have participated in quarterly celebrations of success.	• D1.2 <i>Quarterly, planned</i> celebrations of success that allow monitoring of the effectiveness and impact of priority areas																					
				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.	• D4.1 <i>Transparent system</i> that monitors the use of resources and how the data has improved student outcomes.																					
				By the end of 2025, Year 1 2026 SRS school owned iPad program will be established, communicated and resourced.	• D4.2 After production of annual budget, <i>communicate</i> the allocation and reasons for resourcing decisions to all staff.																					
					• D7.3 (school based) <i>Fully resourced</i> school owned iPad program for Year 1 students 2026.																					
					• D1.1 & D1.2 All staff <i>articulate</i> explicit improvement agenda																					
Actions:				Responsible officer(s):	Resources:																					
				<ul style="list-style-type: none"> <li>Principal</li> <li>DP</li> <li>HODC</li> <li>HOSES</li> <li>Pedagogical coaches</li> <li>Inclusion teachers</li> <li>Classroom teachers</li> <li>Teacher Aides</li> <li>iPad TA'a</li> <li>BM</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Resourcing aligned to the annual AIP.</li> <li>Strategic planning of teacher aide usage across the school</li> </ul>																					
Monitoring				Long term measurable/desired outcomes:	AIP 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.	<table border="1"> <thead> <tr> <th></th><th>2024</th><th>2025</th></tr> </thead> <tbody> <tr> <td>&gt; C English</td><td>90%</td><td>90%</td></tr> <tr> <td>&gt; AB English</td><td>50%</td><td>60%</td></tr> <tr> <td>&gt; C Maths</td><td>90%</td><td>90%</td></tr> <tr> <td>&gt; AB Maths</td><td>50%</td><td>60%</td></tr> <tr> <td>&lt; Strategic &amp; Intensive level DIBELS</td><td>N/A</td><td>80%</td></tr> <tr> <td>&gt; CORE Level DIBELS (Blue &amp; Green)</td><td>N/A</td><td>20%</td></tr> </tbody> </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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				<ul style="list-style-type: none"> <li>Principal</li> <li>DP</li> <li>HODC</li> <li>HOSES</li> </ul>	<ul style="list-style-type: none"> <li>DoE pedagogical practices for learning resource (fan)</li> <li>Australian Curriculum v.9 implementation resources</li> <li>Digital pedagogical coach</li> <li>Heggerty resource suite &amp; phonograms support materials</li> </ul>																					

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"> <li>• Pedagogical coaches</li> <li>• Inclusion teachers</li> <li>• Classroom teachers</li> <li>• Teacher Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Maths pedagogical support resources TBD</li> <li>• Peer coaching support (TRS &amp; coaching timetable support)</li> <li>• Collaborative planning (TRS &amp; coaching timetable support)</li> <li>• RAP Committee</li> <li>• Cultural capabilities-regional supports</li> <li>• Additional speech pathologist support</li> <li>• First Nations community members</li> </ul>
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						
<b>School priority 3: CULTURE AND INCLUSION</b> <b>Foster a Culture of Inclusion supported by multi-tiered systems.</b>	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> 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.	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 100% of teaching staff will be able to articulate the purpose of co-teaching as part of a MTSS framework.</li> <li>• 80% of class teachers involved in co-teaching.</li> <li>• 100% of classroom teachers can identify and plan for the diverse learners in their classroom.</li> <li>• 80% of students agree their opinions are taken seriously</li> <li>• 83% of parents agree their opinions are taken seriously</li> </ul>
<b>Strategies:</b>	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					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.	
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.					By the end of 2025 class teachers will identify and plan for diversity of learners in their classrooms.	
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.						
<b>Actions:</b>	Term 1	Term 2	Term 3	Term 4	<b>Responsible officer(s):</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• DP</li> <li>• HODC</li> <li>• HOSES</li> <li>• Pedagogical coaches</li> <li>• Inclusion teachers</li> <li>• Classroom teachers</li> <li>• Teacher Aides</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Coaching Timetable – to allow staff observation and upskilling.</li> <li>• Allocated time in planning days to develop an MTSS framework.</li> <li>• PD opportunities for key staff to build capacity to implement an MTSS framework.</li> <li>• PD opportunities to collaboratively formalise a school-wide MTSS framework.</li> <li>• Resources that reflect the diversity of students and families of Algester SS.</li> </ul>
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.						
<b>School priority 4: WELLBEING AND ENGAGEMENT</b> <b>Promote a learning environment for students, staff and community members that fosters Wellbeing and Engagement.</b>	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> By the end of 2025, the school will provide opportunities for students, staff, parents and community to engage in wellbeing and engagement strategies.	<b>AIP measurable/desired outcomes:</b>
<b>Strategies:</b>	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	By the end of 2025, the school will be actively implementing key features of Tier 1 PBL to support and improve student engagement.	D1.6
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"> <li>• 85% of parent teacher interviews booked by parent/carers</li> <li>• &gt; 50% positive staff morale in School Opinion Surveys (SOS), with continual growth.</li> <li>• &gt; 80% of students like being at school (SOS)</li> <li>• &gt; 68% of students are interested in their schoolwork (SOS)</li> <li>• &gt; 93% student attendance rate (SORD)</li> <li>• &lt;16% of students with 'at risk' attendance rate (less than or equal to 85%) (SORD)</li> <li>• &lt; 8% student chronic absenteeism (SORD)</li> </ul>
						D3.1
						<ul style="list-style-type: none"> <li>• 100% of staff consistently access a bank of collaboratively developed Tier 1 PBL supports</li> <li>• 100% of students will access frequent and regular incentives for showing school behavioural expectations</li> <li>• 100% staff will engage in Essential Skills for Classroom Management (ESCM) and Active Supervision strategies</li> </ul>

							<ul style="list-style-type: none"> <li>80% of staff consistently implement or maintain the critical features of Positive Behaviour Learning Tier 1.</li> <li>100% of staff consistently access a bank of collaboratively developed Tier 1 PBL supports</li> <li>&lt; 8 Students with disciplinary absences (SDAs)</li> <li>&gt; 56% of staff will rate student behaviour as well managed. (SOS)</li> </ul>
<b>Actions</b>	Term 1	Term 2	Term 3	Term 4	<b>Responsible officer(s):</b>	<b>Resources:</b>	
D1.6 Establish a Staff Wellbeing Team and Action Plan					<ul style="list-style-type: none"> <li>Principal</li> <li>DP</li> <li>HODC</li> <li>HOSES</li> <li>Pedagogical coaches</li> <li>Inclusion teachers</li> <li>Classroom teachers</li> <li>Teacher Aides</li> <li>Ancillary Staff</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings of PBL Team</li> <li>PBL professional development for whole school</li> <li>Purchasing of PBL resources aligned to AIP</li> <li>Purchasing of Social – Emotional Wellbeing Program</li> <li>Engage 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"</li> <li>Resourcing for staff wellbeing activities and events eg. Staff Appreciation Day</li> <li>Resourcing for staff release eg coaching timetable</li> </ul>	
• Identify the key elements of the Staff Wellbeing Action Plan:							
• Raise staff awareness and understanding of wellbeing strategies							
• Liaise with key stakeholders i.e., Regional Wellbeing Team, WHS&W Team							
• Collect post implementation data for distance travelled across the year							
Create and implement Algeste 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)							
• 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							
• Create and implement a school wide system (year level specific) for rewarding behavioural expectations							
• Clarify and communicate the school wide major/minor behaviour matrix							
• Continue the implementation of ESCM and Active Supervision							
• Clarify and communicate the school wide documented system for reporting behaviour violations							
• Clarify and communicate how student behaviour data is entered on One School							
<b>Approvals</b>							
This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
Principal: Janine Leach	<i>Leach</i>	26.02.2025	P&C/School Council: Simone Potts	<i>SPotts</i>	26.2.2025	School Supervisor: Brett Shackleton	<i>B. Shackleton</i>

