Bell State School
2025 ANNUAL IMPLEMENTATION PLAN

School priority 1	*Clarity of curriculum, learning and assessment practices*	Phase	*Developing – D Implementing – I Embedding – E Reviewing – R*	School priority 2	*Culture of Learning*		Phase	*Developing – Implementing Embedding – Reviewing – R*
	Educational achievement / Wellbeing and engagement / Culture and inclusion				Educational achievement / Wellbeing and engagement / Culture and inclusion			

Link to school review improvement strategy:	Build the capability of the leadership team with a focus on instructional leadership for teaching and learning. Strengthen teacher capability in planning and implementing the AC, through the utilisation of regional expertise, with consistency in expectations for unit planning processes. (Key improvement strategies of the 2022 review report)	**Link to school review improvement strategy:**	A culture that promotes learning - Improvement strategy Collaboratively review the PBL and student referral processes to ensure effectiveness in the current context and needs of students. (strategies of the 2022 review report)
Strategy/ies (Objective) Kindy	Improve understanding of the Australian Curriculum by embedding learning and assessment processes using *Visible Learning.* Teaching of Reading through the Aus Curr. With a focus on Vocabulary utilizing current research underpinned by The Science of Reading with the foundation of Simple View of Reading. . Review assessment and planning cycles for new curriculum by implenting critical reflection processes in kindy. QA1.1 Approved learning framework: Implementation of new learning framework in curriculum delivery for teaching and learning. QA7 Management systems: Creating a shared space for current information to be stored and access using the National Quality Standards and auditing process to identify what works well and areas of improvements.	**Strategy/ies**	Improve engagement by clarifying values and implementing processes of Positive Behaviour for Learning and intervention across the school. Change student timetables to intensively support students requiring academic intervention who are displaying behavioural issues. Ensure Student Referral Process is enacted with fidelity. QA6.1 Supporting relationships with parents: Using an online communication app (Classdojo) to inform parents of events, happenings and teaching and learning at Kindergarten and encourage feedback to improve programming and partnerships.

Actions **including Responsible officer(s)**	**Resources**	**Actions** **including Responsible officer(s)**	**Resources**
• Deepen knowledge of the Australian Curriculum (designing quality assessment packages, identify learning intention and success criteria as the basis for learning and assessing in English and Maths , define and implement moderation cycle. (Principal & HOD RN, MW) E • Implement professional learning processes with line of sight between AIP, SPG process, Professional Learning Teams. (PLTs) and learning walks (Exec Team plus PLT's) E • Timetabled PLT to discuss Whole School Approach to Pedagogy / Reading / EIA / NAPLAN/ Routines / Excursions / Data / SWD et al. P-2 3-6 7-10. E • Identify and implement whole school explicit teaching of reading (phonological awareness and decoding, EIA Vocabulary Low Variance). (STLaN BR, Reading Champion KT) I • Formally imbed fortnightly reflection time to identify successes and areas of improvement (Kindy Teacher CE) I • Building long term/short term planning goals; updating templates that reflect new framework; developing individual learning goals linked with new structured curriculum areas.) • Utilization of One Note as a storage system using the National Quality Standards as the guide for Content	Text – Visible Learning Assessment and Moderation Hub Curriculum Gateway Sounds Write training and resources K-12 Curriculum Framework Human – HOD, STLaN National Quality standards 1,3 Assessment and planning 2024 Qld Kindy Learning Quide National Quality Standards Auditing Tool Critical Reflections during meeting times	• Implement PBL with fidelity (Principal, PBL Committee Leader RN, KT, CL,MW) I • Embed multitiered systems of support including a Tier 2/3 behaviour support team (KT,CL,ML, RN) I • Revise and embed processes for complex case management, student support services (BESST), and focused and intensive learning support structure (RN, DC, BR, MW, SW) E • Strengthen community partnerships to support success at school (RN,MW,BR,SW,TM) E • Implement lunch time clubs (MW, Teachers) D • BESST Meeting Weekly with GO and Exec Team, SLP facilitating staff upskilling vignettes Fridays 1st and Sec Lunch E • Develop Transition Plan for Year 6 to 7 within the 2025 school year. Year 6 Teacher Transition Champion Celebrating Bell SS. I • Refine and review school and kindy vision/philosophy (CE,RN) c • (All parents invited to Classdojo; creating calendars and events with notifications; using Class stories to communicate learning and links to current curriculum; providing information for support pathways and other important information that support children's wholistic development) •	Guidance officer PBL support teacher 0.2 (Term 1) 0.4 (Term and 3) National Quality standards 7.1.1 Governance Find permission for Dojo s.

	Measurable outcomes		**Measurable outcomes**	
End Term 4	Baseline Data. P-2 English C & above 71.9% 2023 76 % 2024, Goal 80 % 2025 P-2 English A/Bs x 2023 29% 2024, Goal 40 % 2025 P-2 Maths C & above x %2023 80 % 2024, Goal 85 % 2025 P-2 Maths A/Bs x 2023 40% 2024, Goal 50 % 2025 3-6 English C & above 71.9% 2023 76 % 2024, Goal 80 % 2025 3-6 English A/Bs x 2023 29% 2024, Goal 40 % 2025 3-6 Maths C & above x %2023 80 % 2024, Goal 85 % 2025 3-6 Maths A/Bs x 2023 40% 2024, Goal 50 % 2025 C & above 71.9%2023 76 % 2024, A&B 34.4% Years 3-6 C & adbove 94.4%, A&B 50% Years 7-9 C & above 87.3%, A&B 49.8% First Nations students C & above 69.2% A&B 23.1% English and Maths LoA targets: P-2 C & above 80%, A&B 40% Years 3-6 C & above 90% A&B 50% Years 7-9 C & above 90%, A&B 55% First Nations students C & above 75% A&B 25% Literacy Continuum (critical aspects phonics and phonemic awareness) Prep 100% beyond cluster 5 Year 1 90% beyond cluster 6 Year 2 100% beyond cluster 8 Introduction of the Dibels Program / Data assessed at Junctures throughout the year. Week 3 Wk 6 Wk 9 100% of V9 English year level plans, unit plans and assessment packages complete (Inc. Maths and Science Yr 7) Implementation of the HPE SCI Tech Unit Plans and Assessment Modules T4 Organisation / Planning Days. Baseline Data on LOE / Dibels / NAPLAN for Indigenous students		**End Term 4**	Baseline Data. SOS / School Well Being Surveys / Behaviour Term 4 - 44 major, 87 minor (general) Number of Positive Behaviours recorded on O/S Attendance P-2 88.3%, 3-6 87.8%, 7-9 85.4% Goals of P-2 90% 3-6 90% 7-9 88% School opinion survey – Teachers at this school treat students fairly (P&CG 69%, Students 73%) Student behaviour is well managed at this school (P&CG 69.6%, Staff 31.6%) This is a good school (Parents and Carers 91.3% Students 87.5%) I feel confident managing the behaviour of all of my students at this school (staff 72.7%) School Well Being Surveys PBL improvement in Period 1 incidents Behaviour Incidents comparison PBL meetings at 5 week junctures to compare data.E Transition of 80% of Year 6 to 7 SOS 2024 69% of Parents thought that Student Behaviour is Well Managed Goal 80%.

Success criteria	**Behaviourally:** Students will: use success criteria actively in English and Maths lessons referring to the Learning Wall and answering the 5 Q's. Teachers will: be confidently positioned to use unit success criteria as a basis identifying next steps in student learning with 5 Q's as a lens for focus. Teacher aides can: provide in class support for students based on unit success criteria Leadership (Exec Team + PLT) team will: actively monitoring the impact of using learning intention and success criteria by working alongside teachers in classrooms, using the 5 Questions and planning time	**Success criteria**	**Behaviourally:** Students will: be attending classes and engaged in learning Teachers will: take ownership of implementation of PBL initiatives and processes Implementing Leadership team can/will: support and build capability as required and prioritise relationships with staff, students and community and will intervene for T3 behaviour support Implementing Continue in 2025 T1 and T2 All cohorts of the School Community, Parents and Carers will speak positively about Bell SS. School Information Nights / Collaboration with community groups eg Swim Club / Community Wellbeing Group/ Bell Show/Trail Bi Ride.

Queensland Government

Kindy: team reflect on common threads from meetings to identify actions for Kindy 2025

Artefacts				Artefacts		Kindy: school vision/philosophy underpins all school ways of working Kindy Champion a Showcase Example / Principal still in the developing stage.
	• Year/band plans, assessment tasks and unit plans (for A cycle) completed for all classes in English, Food Studies EPS (year 9/10) and Science (year 7/8) • Moderation cycle/framework • Reflection cycle documentation •					PBL framework PBL Routines Document / Behaviour Expectations Matrix/ Routines Matrix Intervention pathways Attendance Policy

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	Continue professional learning team (using marker student formative assessment) implemented 100% teacher SPG completed	**Behaviourally:** Students can: identify what they are learning in relation to the English and Maths (V9) unit success criteria Teachers will: use the success criteria as the basis for teaching and learning cycle Teachers will: implement Low Variance Routines for teaching Vocabulary in classroom lessons. Leadership team will: have a clear picture of the curriculum improvement agendas for 2025 (planning process & PLT facilitation) HoD and RN have developing cluster moderation trial for implementation: Kindy: kindy team meet each fortnight and reflection template developed with the implementation of the required changes with the Numbers increasing to above 5 Students.	Bell English unit plans for T1 Whole school curriculum Framework (including AC V9 implementation schedule, HOD) Cluster moderation artefacts	Green – on track Yellow – underway Magenta – yet to commence	**End Term 1**	School performance measuring Tier 3 reduction Tier 2 strategies development	**Behaviourally:** Students will: demonstrate a positive personal acknowledgment of others Teachers and staff will: demonstrate a positive personal acknowledgment of others Executive team will: meet families and students at the gate and model respectful relationships, checking in with tier 3 students daily in their usual classes or buddy classes and use the language of PBL to communicate with staff and community Attendance strategies to target identified at risk students under 80%.	Term 1 PD schedule prioritise PBL focus Term 1 newsletter articles and School Facebook Page Bell School Student Code of Conduct Bell School Student Referral Process.	One Scho Behaviou Incidents PBL Data BESST Meeting
End Term 2	Learning walk data: 80% students articulate what they're learning and why using the 5 Q's. 100% TA SPG completed Sounds Write monitoring data RNC Implementation of DIBELs for analysis and discussion of data for Reading Comprehension.	**Behaviourally:** Students can/will: articulate what they're learning and why using the 5 Q's answered in Learning Walks framed within PLT meetings. Teachers will: monitor students understanding of what they are learning in English and Maths. making changes when needed using current data (student samples) to inform. In early years, teachers can explicitly teach grapheme-phoneme correspondence. Leadership team will: engage in weekly learning walks and monitor curriculum implementation by seeking feedback from teacher, teacher aides and students Kindy: kindy team implement reflection cycle	Moderation Framework PLT process		**End Term 2**	Positive Messaging to the community by Newsletter and Facebook Tier 3 behaviour team meet fortnightly 100 % positive behaviour entries/reinforcements	**Behaviourally:** Students can: support younger students during lunch time clubs and model school expectations / Playground Behaviour Management Timetables for identified students / Buddy Class system for Tier 3 behaviour and at risk students. Teachers will: refer students to BESST and implement follow up actions and communicate regularly with parents and community using language of PBL Leadership team will: provide tier 2/3 behaviour support to staff and students Teacher to ensure that positive behaviour messages are reinforced and communicated to parents by communication books or other communication means eg Telephone Call Email Clear processes for behaviour management have been Implemented. Kindy: School vision and philosophy adopted and shared with community	PBL resource bank (inc. school made videos) Newsletter and Facebook School mascot marketing	
End Term 3	100% of teaching staff have engaged in cluster moderation and provided feedback of process and learnings Formative data – 90% of marker student assessment tasks have met teacher target in A C Achievement Standards	**Behaviourally:** Students can: articulate what they're learning and why, what they have done well and what are their next steps to improve related to the success criteria Teachers will: Identify marker students and level of achievement target to and discuss next steps for students aligned to unit success criteria during PLTs Exec team will: engage in learning walks aligned to identified required learning in professional learning teams Kindy: critical refection process embedded and improvement actions identified			**End Term 3**	100% of classes can identify weekly PBL focus at parade Intervention monitoring? By the end of Term 3 100% of Year 6 students will have identified their Yr 7 enrolment choice	**Behaviourally:** Students can/will: demonstrate understanding of the weekly PBL focus Teachers can: provide focussed and intensive learning support, using data to inform and plan Exec team will: provide in class PBL support, including modelling essential skills Behaviour support team processes embedded Students attend school everyday Parents are informed by communication methods that Attendance Matters.	Intervention timetables which includes changing timetables of students with identified areas of improvement of academic success who are displaying behavioural issues. Transition Plan for Year 6 into Year 7 Ready Reckoner for Attendance.	