Heatley State School 2025 ANNUAL IMPLEMENTATION PLAN



Se	ool priority 1	Implomen		nalich and	limprovo		ooching r	ooding throug	h the curriculum	6.	had priority 2	Embod a Desitive Teaching and Learning Culture to further improve wellbeing and angegemen		
School priority 1		Implement ACV9 English and improve LOA by teaching reading through the curriculum.								Sci	hool priority 2	Embed a Positive Teaching and Learning Culture to further improve wellbeing and engagement		
rev im	k to school iew provement ntegy:	 Collaboratively determine an agreed suite of pedagogies for school-wide implementation to strengthe consistency of practice and enhance student engagement 							C C	rev im	k to school iew provement ategy:	 A culture that promotes learning: Collaboratively review school-wide behaviour support processes, including Positive Behaviour for Learning (PBL), to improve consistency of expectations that leads to improved student engagement in learning. Review the vision for, and shared beliefs and understanding of, inclusive practices to enhance staff confidence in adjusting teaching and learning to meet the needs of all students. 		
Strategies • Engage in all 4 phases of Moderation with focus on before moderation • Teach reading through the curriculm by implementing a research-informed approach. • Enhance middle leadership and teaching expertise.									ch.	Str	ategies	 Implement a suite of research-informed, whole school proactive pedagogies to create an engaging teaching and learning culture Implement a positive behaviour approach to maximise learning days for every student Review and refine clarity around roles, responsibilities and processes for effective case management as part of our Multi Tiered Systems of Support (MTSS) 		
Actions Fincluding Responsible officers									Resources	-	tions Resources Iuding Responsible officers			
Utilise HOD-C to lead the implementation of ACV9 English and teaching reading through the curriculum Employ Pedagogy Coach to provide targeted capability building to improve educational outcomes Unpack literacy demands of ACV9 during the before moderation phase and explicitly teach these Use data to identify Marker Students per class, monitor progress each fortnight in PLC meetings Target Year 3/4 as Lead Cohort to improve educational achievement through aiming for the A, engagement and tracking to Year 5 Engage in whole staff PD - Teach Reading through the AC modules and the Reading Hub – SFD and PLC Provide support for students needing Tier 2 and 3 reading/spelling intervention – Support Teacher Literacy Use PLD screener data to inform targeted class groups and measure impact each term Deepen engagement in CLC each term with Bohlevale, North Shore, Annandale and School Supervisor and School Improvement Coach to build capability of middle leaders – HOD-C, HOSES, Pedagogy Coach							al outcomes teach these C meetings for the A, er Hub – SFD port Teache m School Sup	s ngagement and and PLC er Literacy pervisor and	Leadership Team Pedagogy Coach Extra NCT STL Reading Hub Reading Modules	Emp Emp Emb end Eng Prov plar Max Mor Coo stud	Employ Head of Department – Student Services to lead priority through targeted capability building for all staff Employ Pedagogy Coach to provide targeted capability building to improve engagement in learning Embed a positive learning culture including Reboot/PBL whole school systems and processes for school-wide wellbeing and engagement Engage whole staff in further targeted Reboot training and implementation across the school Provide PD for staff around AC Personal and Social Capabilities Learning Continuum for effective goal setting and planning targeted intervention Maximise learning days for every student through targeted and differentiated MTSS, including case management Monitor and proactively support attendance with Tier 1-3 strategies Coordinate available supports to maximise student engagement and wellbeing through early intervention (targeted students) Enhance communify engagement, family support and transitions through Community Hub leader and PQKF initiatives			
	Measurable outcomes		engage in Se	2024 S2 80% 81% 80% 76% 85% 59% P-6 English by		2025 S2 85% 85% 80% 88% 62% rocess, align	2024 S1 44.5% 52% 37% 35.7% 50.7% 27.4% ed with school	46% 47 51% 52 43% 45 37% 38 58% 59 26% 27	% 53% % 46% % 40% % 60% % 28%		Measurable outcomes	Improved parent, student and staff School Opinion Survey outcomes by 15%: Student behaviour is well managed at this school.46%, 80%, 46% (2023) 74.2%, 69.2%, 51.8% (2024) 100% of teachers implementing Reboot and PBL strategies to support maximised learning days Positive Learning Culture 2023 2024 Sem 1 2025 Sem 1 2025 Sem 2 SDA Rate 5.7 5 5.5% 4% 4 3.5 Attendance – overall 80% 82% 80.5% 80.5% 82% 83% Attendance – First nations 76% 77% 76.8% 72.1% 75% 80% Majors - daily 3.6 3.0 2.0 1.5 1.5		
End Term 4	Success criteria	 100% of staff engage in Setting Professional Goals process, aligned with school improvement prioritie Behaviourally: Students will: Have confidence and articulate through the 5Q4 their ability to be a learner Be successful in their English learning through assessment literacy Use feedback to articulate their next steps for achievement 12 months learning for 12 months of schooling Teachers will: Know their learners Know the curriculum and enact it with fidelity through rigorous Before Moderation and PLC Effectively implement differentiated Teaching and Learning for all students Engage in professional learning through Reading Modules Explicitly teach reading - decoding and comprehension Engage collegially to monitor and moderate student progress through PLC Articulate why reasonable adjustments have made an impact Leadership team will: Enact coaching cycles Develop a shared knowledge and understanding of data literacy framework Lead Professional Learning through Reading Modules Articulate what they are leading, guiding and coaching (middle leaders) Expert Reading Learring for staff and parents on Reading Engage in professional Learning for staff and parents on Reading Engage in professional Learning through Reading Modules 						Moderation and F dents n PLC nework rs)		Term 4	Success criteria	Behaviourally: Students will: • Be able to self-regulate and take responsibility for managing behaviour and emotions • Articulate positive behaviour focus of the week • Engage actively in learning and classroom processes • Use problem-solving skills in social interactions and learning • Follow the Responsible Behaviour Plan and school rules of Be Safe, Be Responsible, Be Respectful Teachers will: • Explicitly teach and model expectations • Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully to promote engagement for learning. • Acknowledge positive behaviours using the 5 to 1 ratio of acknowledgement to correction • Actively engage in professional learning in Reboot, PBL, restraint and Trauma Informed Practices (TIP) Leadership team will: • Explicitly teach and model the school-wide PBL expectations • Provide opportunities for professional learning • Respond to and manage critical incidents • Lead SST process with HSS support systems HOD-SS will: • Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. • Lead and implement behaviour management procedures • Lead attendance and engagement management procedures Heattey Hub L		
	Artefacts	Marker Student folios, 3 levels of planning, English LOA, Data wall with %, numbers, names and faces, PLC meetings, Learning Walls in classrooms, staff Professional Goals									Artefacts	PBL Behaviour Matrix of Expectations and associated data, School Disciplinary Absence data, Attendance data sets Reboot tools across whole school, Reboot Room, updated school positive learning culture signage		
An	provals		g , u		, 5 1		200.0							

Approvals

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

T. Kennang Principal

P&C

School Supervisor

