



EBS - Effective Behaviour Support  
 EFT – Full Time Equivalent  
 ELT - Executive Leadership Team  
 HITS - High Impact Teaching Strategies  
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PBL - Positive Behaviour for Learning  
 PLP- Personalised Learning Plan  
 SOS - School Opinion Survey  
 WHS - Workplace Health and Safety  
 SORD - School Online Reporting Dashboard  
 TFI: Overview of Tiered Fidelity Inventory



Educational achievement



Wellbeing and engagement



Culture and inclusion

# Western Suburbs State Special School 2024 ANNUAL IMPLEMENTATION PLAN

School priority 1	A Data informed Curriculum	Phase	School priority 2	A Data informed Wellbeing Culture	Phase	
Link to school review improvement strategy:	<b>QSP-Systematic Curriculum Delivery- Recommendation 4.6</b> Establish a data driven systematic school-wide process to quality assure curriculum planning, delivery and reporting for all elements of the AC.		Link to school review improvement strategy:	<b>QSP- A culture that promotes learning- Key Recommendation 4.2</b> Collaboratively develop processes that are supported by professional protocols and enable all staff members to authentically contribute to whole-school decision making.		
Strategies	<ul style="list-style-type: none"> <li>Refine a systematic school-wide process to quality assure curriculum planning, delivery and reporting for all elements of the AC- with a focus on V9 for HICPs.</li> <li>Strengthen in-depth discussions to unpack student and school data in sector teams, celebrate progress, identify problems of practice, and collaboratively plan next steps for teaching and learning.</li> </ul>		Strategies	<ul style="list-style-type: none"> <li>Collaboratively review and refine the whole-school approach to behaviour support to build consistency in understanding of universal, differentiated and intensive strategies.</li> <li>Implement systems and processes to effectively represent data so that it fosters professional dialogue across the school and leads to clarity in next steps for student engagement outcomes.</li> </ul>		
Responsible officer(s) DP – Primary School, HODs		Resources	Responsible officer(s) DPs – High School and Student Services		Resources	
Actions			Actions			
<ol style="list-style-type: none"> <li>Continue to embed moderation processes (before, after, after, end) to whole school meeting schedule.</li> <li>Develop all staff capability in AC V.9.</li> <li>Align evidence based pedagogical practices utilising high impact teaching strategies to deliver the AC.</li> <li>Refine whole school case management processes to plan next steps in learning.</li> <li>Refine processes to inform effective data conversations.</li> </ol>		<ul style="list-style-type: none"> <li>NCT to support data conversation meetings, moderation before grading meetings with HODs and support moderation before teaching meetings</li> <li>Teacher Professional Development</li> <li>ELT Professional Development</li> <li>WSSSS Differentiated Collegial Engagement Framework</li> <li>SORD</li> </ul>	<ol style="list-style-type: none"> <li>Collaboratively develop clear behaviour support processes aligned to PBL.</li> <li>Developing PBL Lead teacher’s capability through roles and responsibilities and instructional coaching.</li> <li>Embed Regular and consistent PBL meetings within whole school meeting schedule with a cross sector representation.</li> <li>Develop a Wellbeing Committee aligned to the departmental framework.</li> <li>Complex Case management implemented for Tier 3 students including disengaged students.</li> </ol>		<ul style="list-style-type: none"> <li>PBL Lead Teachers</li> <li>OTs</li> <li>Zones Champions</li> <li>Wellbeing Committee</li> <li>WHS Committee</li> <li>Regional PBL coordinator</li> <li>PBL resources</li> <li>FTE to support PBL Leader teachers</li> </ul>	
End Term 4	Measurable outcomes	<ol style="list-style-type: none"> <li>All students in Prep - 12 increase in students achieving a C and above in LOA data- English. SORD data A-E assessment: C above in English (Prep -12) 80.3% (Semester 2, 2023) to 83% (Semester 2, 2024)</li> <li>100% student’s QCIA goals monitored and achieved</li> <li>Increase in attendance rates Prep -12: SORD data 84.1% (2023) to 85.5% (2024)</li> <li>SOS data: “I receive useful feedback about my work at this school” - 77.5% to 85%</li> <li>SOS data: “This school encourages coaching and mentoring activities” - 70.3 % to 73%</li> <li>SOS data: “I modify my teaching practice after reviewing student assessment data.” - 97.4% to 100%</li> </ol>		End Term 4	Measurable outcomes	<ol style="list-style-type: none"> <li>PBL Universal Tier 1 data 2-point increase in fidelity for 2024(TFI/ EBS Data)</li> <li>100% Universal/green plans, 100% PLPs</li> <li>Decrease in 20% WPHS data – Once OVAs is implemented in semester 1, 2024</li> <li>SOS data from 78% to 90% staff wellbeing,</li> <li>20% increase in Extensive + NCCD</li> <li>20% decrease in Student SDA from 2023</li> <li>20% decrease in Major behaviour incidents using new PBL framework in semester 2, 2024</li> </ol>
	Success criteria	<p><b>Behaviourally:</b>  <i>Students can/will:</i> actively engage in their learning.  <i>Teachers can/will:</i> collaborate with other teachers, staff, and leadership to implement effective teaching strategies to meet the diverse needs of students. Analyse data to inform next steps in teaching and learning cycles.  <i>Leadership team can/will:</i> provide targeted and ongoing professional development opportunities for teachers to ensure they have the knowledge and skills necessary for effective curriculum delivery. Improved capability in utilising SORD as a data tool.</p>			Success criteria	<p><b>Behaviourally:</b>  <i>Students can/will:</i> engage in consistent and regular PBL lessons across all sectors of the school  <i>Teachers can/will:</i> clearly define Majors and Minors to accurately record One School behaviour data. Teachers will understand school wide processes in implementing universal supports, including knowledge and understanding of the Function of behaviour and teach in response to whole school behaviour data trends  <i>Leadership team can/will:</i> PBL Coach, Analyse the Data Universal Tier 1, Lead the new PBL ‘Lead Teachers’.  <i>PBL Team Leaders:</i> Instructional coaching in implementation of PBL lessons in Primary and secondary school  <i>DP- Student Services/ Behaviour-</i> use complex case management process to support students at Tier 3 and students at risk of disengagement</p>
	Artefacts	Whole School 2024 AIP Timeline, Data Plan, Teacher data conversation inquiry cycle template, NCT timetable, Moderation PD resources, HITS PD resources, 3 Levels Planning documents (Curriculum Overview, Year level Plan, Unit Alignment Planner), Moderation before teaching overview, QCIA examples/processes, timetable, Data plan, Budget expenditure overview			Artefacts	Complex Case Management Meetings, Support Services alignment referral system, Wellbeing Committee/WHS Alignment, PBL – Universal Tier 1 resources, SORD, OVA follow up checklist, budget expenditure overview, TFI and EBS Survey


	Measurable outcomes	Success criteria	Artefacts	Monitoring <i>Complete end of each term</i>		Measurable outcomes	Success criteria	Artefacts	Monitoring <i>Complete end of each term</i>
End Term 1	<p>100% students LOA English data on school-based monitoring template</p> <p>100% teachers engage in data conversation with HODs</p>	<p><b>Behaviourally:</b> <i>Students can/will:</i> access the correct level of the curriculum. <i>Teachers can/will:</i> participate in collaborative opportunities focused on strategies to enhance student learning and engagement. <i>Leadership team can/will:</i> collaborate to ensure the quality and consistency of processes for moderation, data conversations &amp; case management.</p>	<ul style="list-style-type: none"> <li>- WSSSS GC available in HICP</li> <li>- Teacher data conversation inquiry cycle template</li> <li>- LOA template</li> <li>- SORD</li> <li>- Data Plan</li> <li>- Case Management template</li> <li>- Literacy Continuum</li> <li>- PATH Plans</li> </ul>	<p><i>Green –on track</i> <i>Yellow – underway</i> <i>Magenta – yet to commence</i></p>	End Term 1	<p>100% Prep Green Plans</p> <p>100% NCCD new Preps student submitted</p> <p>PBL lesson roll out</p> <p>Zones roll out</p> <p>OVA collaboration from all staff</p>	<p><b>Behaviourally:</b> <i>Students can/will:</i> engage in reward system <i>Teachers can/will:</i> Intro to rewards – PBL, Majors and Minors, Lesson Plans <i>Leadership team can/will:</i> Coach Lead teacher introduction to role</p>	<ul style="list-style-type: none"> <li>- Teacher Data</li> <li>- Complex case notes</li> <li>- Green Plans</li> <li>- PLP</li> <li>- Personal Care Plans</li> <li>- ICPs</li> <li>- Zones kits</li> <li>- Rewards chart</li> <li>- Westie mascot</li> <li>- Certificates</li> <li>- WHS data</li> </ul>	<p><i>Green –on track</i> <i>Yellow – underway</i> <i>Magenta – yet to commence</i></p>
End Term 2	<p>Teacher survey</p> <ul style="list-style-type: none"> <li>• aligned with SOS Data</li> <li>• linked to PD and collegial opportunities</li> </ul>	<p><b>Behaviourally:</b> <i>Students can/will:</i> demonstrate progress in managing familiar routines and learning activities. <i>Teachers can/will:</i> engage in reflective practices, evaluating their teaching and making thoughtful adjustments to enhance differentiated teaching and learning for all students. <i>Leadership team can/will:</i> provide regular collaboration sessions allowing teachers to discuss and learn from each other and establish a constructive feedback system and conduct teacher surveys to monitor positive shifts.</p>	<ul style="list-style-type: none"> <li>- Teacher data conversation inquiry cycle template</li> <li>- LOA template</li> <li>- SORD</li> <li>- Timetable – schedule sector meetings</li> <li>- Teacher survey</li> <li>- WSSSS Differentiated Collegial Engagement Framework</li> </ul>	<p><i>Shade cell at the end of each term after reflection based on progress.</i></p>	End Term 2	<p>100% NCCD new student submitted</p> <p>Complex case process refined</p> <p>OVA agreement introduced</p>	<p><b>Behaviourally:</b> <i>Students can/will:</i> PBL assemblies running regularly <i>Teachers can/will:</i> PBL lead teacher to have implemented Lesson Plans, Leading (PLP, IBSB, Universal Plans) <i>Leadership team can/will:</i> PBL Data analysis Sem 1 End, NCCD HOC check-ins.</p>	<ul style="list-style-type: none"> <li>- Student digital portfolio</li> <li>- Assessment tasks Teacher Data</li> <li>- Complex case notes</li> <li>- Green Plans</li> <li>- PLP</li> <li>- Personal Care Plans</li> <li>- ICPs</li> <li>- Zones kits</li> <li>- Rewards chart</li> <li>- Westie mascot</li> <li>- Certificates</li> <li>- WHS data</li> </ul>	<p><i>Shade cell at the end of each term after reflection based on progress.</i></p>
End Term 3	<ul style="list-style-type: none"> <li>• Student attendance data</li> <li>• Student engagement levels during lessons</li> <li>• Student Digital Portfolios</li> <li>• Completed Student Assessment tasks</li> </ul>	<p><b>Behaviourally:</b> <i>Students can/will:</i> show increasing confidence and independence in participating in school routines. <i>Teachers can/will:</i> regularly assess and review student progress to adjust teaching strategies, ensuring optimal support for student leaning and development. <i>Leadership team can/will:</i> commit to continuous improvement, regularly evaluating and refining collaborative processes based on feedback and outcomes. They will analyse student LOA data, student attendance data and teacher data conversation inquiry cycle records.</p>	<ul style="list-style-type: none"> <li>- Student LOA data</li> <li>- Student Attendance Data</li> <li>- Teacher data conversation inquiry cycle template</li> <li>- SORD</li> <li>- Student Digital Portfolios</li> <li>- Completed Student Assessment tasks</li> </ul>		End Term 3	<p>100 % NCCD review completed</p> <p>100% Green and PLP reviewed</p> <p>Referral process refined</p> <p>OVA refinement</p>	<p><b>Behaviourally:</b> <i>Students can/will:</i> Rewards embedded and whole school rewards day refined for P-12 whole school engagement <i>Teachers can/will:</i> Implement reward system <i>Leadership team can/will:</i> Wellbeing Survey, Review PBL Lead Teacher review</p>	<ul style="list-style-type: none"> <li>- Teacher Data</li> <li>- Complex case notes</li> <li>- Green Plans</li> <li>- PLP</li> <li>- Personal Care Plans</li> <li>- ICPs</li> <li>- Zones kits</li> <li>- Rewards chart</li> <li>- Westie mascot</li> <li>- Certificates</li> <li>- WHS data</li> </ul>	

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

Principal



P&C/School Council



School Supervisor



12-03-2024