Bli Bli State School

2025 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. 21st Century Curriculum

Long-term targets/desired outcomes

- ACI - Ongoing improvement in the breadth and depth of the dialogue related to the Australian Curriculum in planning meetings as observed by YLLs and school leaders (qualitative)
- CT - Development and monitoring of a highly refined and connected whole school overview to ensure cross-subject links and sequences are relevant for both horizontal and vertical alignment
- CT - Development of the Bli Bli Curriculum Connectors (meaningful and powerful connections between learning areas) and use these as drivers for developing, coordinating and monitoring the provision of the whole school curriculum
- UDDI - Ongoing improvement in post-unit student engagement ratings provided to teachers
- UDDI - By 2025, all year level teams create and evaluate a suite of locally developed, multidisciplinary and student-centred units of work which comprise their entire year level curriculum plan
- UDDI - Ongoing improvement in A - C achievement and effort ratings across all year levels
- ICM - 100% of students are supported to improve learning outcomes through a school-developed, innovative and systematic formative assessment program.

AIP targets/desired outcomes

- 100% of staff self-report greater understanding of the Australian Curriculum v9 over the last 2 years.
- Ongoing improvement in post-unit student engagement ratings provided to teachers about units of work.
- Ongoing improvement of A-C ratings for English (93%+) and Mathematics (96%+).
- Curriculum Map finalised, including key cognitions, global goals and resources to support teaching.

School Strategic Plan Strategy:	Priority: BLI BLI CURRICULUM CONNECTORS (CT) - To define and explore the valuable, common threads within the Australian Curriculum that will be prioritised for connections between learning and to articulate the big ideas and categories of cognition to be featured for learning in each year level.
Actions	**Responsible Officer(s)**
Finalise the school's Curriculum Map including real world connections (global goals), survey the community about its content for refinement and opportunities for community involvement.	HOC
Develop action plans about how to incorporate key cognitions as part of each year level's identity.	HOC, Year Coordinator
School Strategic Plan Strategy:	Priority: SCHOOL BASED UNIT DESIGN DEVELOPMENT AND IMPLEMENTATION (UDDI) - To create, implement and review highly engaging, integrated units which fully embrace the Australian Curriculum's three dimensions and teach global perspectives.
Actions	**Responsible Officer(s)**
Considering Engagement: Create a tool for measuring student engagement at the end of a unit of work and implement with students over the course of their schooling.	Joel Batson
School Strategic Plan Strategy:	Priority: STUDENT INTERVENTION AND CASE MANAGEMENT (ICM) - To develop and utilise a standards-referenced intervention approach to ensure all students experience challenge and success.
Actions	**Responsible Officer(s)**

Review the moderation process, considering a checkpoint system for identifying students who are not performing and performing well-above the expected level. Include resources to call on for support.	HOC
Clarify the expectations for learning walls and formative assessment practices and work on the best practice models - Dylan Wiliam Embedded Formative Assessment.	HOC

School Strategic Plan - 2. Literacy and Numeracy In Focus

Long-term targets/desired outcomes

- (W) 100% of classrooms demonstrate evidence of writing learning walls and bump up charts.
- (W) Continued focus on writing evident in student goals for improvement.
- (W) Traits language is evident in learning walls and bump it up walls.
- (W) School based writing proficiency scales are used as a resource for formative assessment, as evidenced in language used in bump it up charts and learning walls.
- (R) Schoolwide reading approach developed and implemented across all year levels.
- (R) 100% of students have their reading ability monitored each semester using the school's core diagnostic tool.
- (R) More than 90% of all students are performing at or above the standard considered appropriate for their age on the core diagnostic reading tool.
- (R) 100% of identified students for reading, are engaged in intervention or extension programs during the core classroom program or in targeted programs.
- (R) 100% of classroom teachers and aides are offered school based professional learning in the area of reading or wider literacy.
- (N) Schoolwide numeracy approach developed and implemented across all year levels.
- (N) 100% of students have their numeracy ability monitored using the school's core diagnostic numeracy tool.
- (N) More than 90% of all students are operating at or above the numeracy standard considered appropriate for their age level by the end of each year.
- (N) 100% of identified students for numeracy, are engaged in intervention or extension programs during the core classroom program or in targeted programs.
- (W) 100% of classroom teachers and aides are offered school based professional learning in the area of numeracy.

AIP targets/desired outcomes

- (W) 80% of classrooms demonstrate evidence of writing learning walls and bump up charts.
- (W) 'Writing Traits' language is evident in learning walls and bump it up walls.
- (R) All teachers and aides undertake ongoing professional development in research driven literacy pedagogy, including PLD training.
- (R) Enhance a culture of decision driven data collection including establishing an annual protocol for the collection of school diagnostic literacy data and normed standardised literacy student data.
- (R) Create a first draft 'whitepaper' on what is and is not 'Targeted Reading Instruction'.
- (R) (W) Create a first draft 'playbook' on elements and inclusions within a Literacy Block.
- (R) All staff accessing decodable reading materials to suit instructional needs of individual students.
- (R) Establish a set of schoolwide goals for the percentage of students attaining age level benchmark in literacy areas.
- (R) Published processes for identifying students for intervention of support and extension.
- Enhance the school's place within the Bli Bli community's educational mindset.
- Enhance working relationships with feeder kindergartens.
- (N) Revisit pedagogical and program elements of previous numeracy agendas and establish their currency with modern practices for review and school trial in 2025.

School Strategic Plan Strategy:	Priority: HONING THE TRAITS OF WRITING (W) - maintaining writing as a key literacy focus while also prioritising focus on other areas of literacy and numeracy - A 'simmer and boil' approach to school priority.

Actions	Responsible Officer(s)
Continue to promote the benefits of class writing learning walls and bump it up charts to student learning.	Deputy Principal, HOC, Year Coordinator
Distribute evidence of class learning walls and bump it up walls to promote innovation.	Deputy Principal, HOC, Year Coordinator

School Strategic Plan Strategy:	Priority: A WHOLE SCHOOL READING APPROACH (R) - develop and implement an evidence backed, comprehensive and inclusive literacy approach, powered by systemic data collection, quality practices and resources.

Actions	Responsible Officer(s)
Create a written document that captures the particulars of the school's teaching expectations around SSP, reading fluency, daily literacy reviews and phonemic awareness programming.	Deputy Principal, HOC, Year Coordinator
Provide staff with on-going professional learning opportunities, including on-line PLD training where necessary.	Deputy Principal, HOC
Maintain a resource purchasing plan to ensure staff have access to materials required and supplementary to needs of effective teaching of the literacy program.	Deputy Principal, HOC, Year Coordinator
Explore (research and trial) with staff, in more depth, the characteristics of 'targeted reading instruction'.	Deputy Principal, Year Coordinator
Promote the school's literacy program within the wider school community, including kindy centres and educating families about helping their children at home.	Deputy Principal, Year Coordinator
Establish and refine student identification processes and responses via tier 1 differentiation and flood-in targeted intervention - work collaboratively with the Diversity Pillar Team.	Deputy Principal, HOC, HOSES, Year Coordinator

School Strategic Plan Strategy:	Priority: A WHOLE SCHOOL NUMERACY APPROACH (N) - develop and implement an evidence backed, comprehensive and inclusive numeracy approach, powered by systemic data collection, quality practices and resources.

Actions	Responsible Officer(s)
Continue to refine assessment practices to simplify practices - marking and collation of data response.	HOC
Review implementation of school-based numeracy diagnostics - review devices and practices.	Deputy Principal, HOC
Review numeracy pedagogy approaches from previous change agendas, e.g. 'think-ups', 'Number facts', "Mental Maths' etc. to establish currency with modern theory - explore and trial.	Deputy Principal, Year Coordinator

School Strategic Plan - 3. Positive Culture 4 Learning

Long-term targets/desired outcomes

- OK -100% students who are identified within the 'green zone' for behaviour are acknowledged within the classroom and playground consistently
- OK - 100% of students identified within the 'red zone' for behaviour have individual plans in place
- OK A ratio of 8:2 is maintained through One School to demonstrate positive behaviour focus across the school
- 100% of students participate in positive behaviour and wellbeing sessions regularly across the school year

Queensland Government

Bli Bli State School

2025 Annual Implementation Plan

AIP targets/desired outcomes

- 100% of staff engaged in Classroom Profiling
- Feedback, review and adjustment of whole school award and reward system after one semester trial. Feedback, review and adjustment of 2024 end of year 'Reward Day'.
- One School Behaviour Data (positive) – every student achieving an A-C for behaviour on their report card will have at least one Positive behaviour recorded for each term.
- Teachers will have access to 'Positive Postcards' to send home with students. Noted on a class list, handed to relevant sector DP and entered at the end of the week on to OneSchool.
- Embedded systems of support, incentive and acknowledgment for attendance above 90%. Students lower than 85% case managed.
- 100% of staff using 'Positive Expectations for Learning'.

School Strategic Plan Strategy:	Priority: OUR KIDS (OK)- to ensure a shared, curious and meaningful understanding of all of our children drives our approach. - all staff share the understanding that a child is not the sum of their behaviour and that all behaviour is a form of communication and serves a purpose.
Actions	**Responsible Officer(s)**
• Catering for the diverse needs of all children:	Principal, Deputy Principal, Guidance Officer, HOSES, Year Coordinator
• Further Professional development for all staff. Trauma informed practice: Develop whole school approach	Deputy Principal, Guidance Officer, Year Coordinator
• Engage with Sarah Harding (school-based police liaison officer) for year 3-6 'Think U Know' cybersafety and protective behaviours program (T4 2024, T2 2025)	Principal, Deputy Principal, Guidance Officer
• Functional Approach to Behaviour: Training for 3 year level student engagement teachers and 2 teacher aide ABC Data Collection Training.	Deputy Principal, Guidance Officer, Year Coordinator
• Values Education (Prep – Year 6) created around the 4 C's (T1 Character, T2 Commitment, T3 Creativity, T4 Community), taught that are linked to Respect Relationship Education. Employing positive lea	Deputy Principal, Year Coordinator
School Strategic Plan Strategy:	Priority: OUR PEOPLE - a consistent, positive and proven team approach guides our empathic and supportive practices - build the capability and confidence of staff and school community to respond and act in a calm and consistent manner
Actions	**Responsible Officer(s)**
Visible Consistency: • Positive behaviour is acknowledged, and actioned regularly. Teachers will be given acknowledgement postcards to send home for positive behaviour.	Deputy Principal, Year Coordinator
• Whole school united approach, especially regarding positive data entry (one entry per child per term), process and use of data	Deputy Principal, Year Coordinator
Professional Development and Support • Classroom Profiling (week 6, term 1) used to develop deeper understanding of our practice and impact on own classroom.	Deputy Principal, Year Coordinator
Optional Profiling in term 3 for interested staff.	Deputy Principal, Year Coordinator

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• Professional Reading Text : 'Guerilla Tactics for Teachers' by Andrew Fuller with the intended outcome of strengthening staff, students and parent relationships and minimising classroom management	Deputy Principal, Year Coordinator

School Strategic Plan Strategy:	Priority: OUR VILLAGE - a safe, supportive and respectful learning environment ensures optimal learning and engagement for all - create a safe, supportive and inclusive learning environment to maximise student wellbeing, learning and engagement

Actions	Responsible Officer(s)
Student and Staff Wellbeing • Research Resilience and Growth Mindset, educate whole school community, using data from student wellbeing surveys and RRE curriculum and incorporate into teaching	Principal, Deputy Principal, Guidance Officer, Year Coordinator
• Develop a whole school framework to student wellbeing, demonstrating its connection to learning.	Principal, Deputy Principal, Guidance Officer, Year Coordinator
Engaged Attendance • Investigate attendance rates and trends, assign students to year level engagement officer to case manage.	Deputy Principal, Year Coordinator
Meaningful Community Connections • Explore tools to support living in this complex world.	Deputy Principal, Guidance Officer
• Strengthen connections with parents and community support agencies (school based police officer, T4 Community Values Education).	Principal, Deputy Principal, Guidance Officer, HOSES, Year Coordinator

School Strategic Plan - 4. Digital Futures

Long-term targets/desired outcomes

- DTI -School's infrastructure developed to support effective and efficient use of technology within and beyond classrooms
- DTI -School's bandwidth continually be reviewed and increased in line with use and school needs to promote responsive operations
- SV - 100% of staff are able to articulate the school's digital vision
- SD-Technology utilised within classroom pedagogies across all year levels at the school
- CE - 10% increase in technology device purchase and use evidenced yearly
- CE- inclusion of digital technologies within the school's pedagogical approach at all levels

AIP targets/desired outcomes

- Wifi access increase from 25% to 75%
- teacher professional learning linked to Apple Classroom - phase 1 - digital futures team actively enrolled
- 100% of year levels will have a clear checklist of technology expectations that sits outside the ICT capabilities
- increased community engagement with technology including student expos and participation in digital technology events
- increased engagement with local high schools to promote stronger pathways for technology driven students
- 100% of staff engaged with Sharepoint as a point of communication and information for the school and pillars
- creating a 'tech challenge' program that involves local schools sharing ideas and staff expertise.

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School Strategic Plan Strategy:	Priority: DIGITAL TECHNOLOGY INFRASTRUCTURE - DTI: improve access to technology through the planning and implementation of infrastructure improvements (SSIP)
Actions	**Responsible Officer(s)**
• Employment of digital tech support staff to improve access and connectivity across the school	Principal
• Investigation of mobile phone coverage across school - safety issues	Principal, Deputy Principal
• School's wireless system is upgraded to support better access across the school site	Principal
• School SSIP plan to be reviewed and updated with regional Tech manager and technician	Principal
• Audit of current digital technology tools and devices and software on site, including condition and current use data	Principal, Year Coordinator
School Strategic Plan Strategy:	Priority: SCHOOL VISION (SV) - research, develop and articulate a shared vision for digital technology across the school in line with school, regional and systemic needs
Actions	**Responsible Officer(s)**
school digital futures vision to be developed as classroom and community artefacts including school mural, and fence sign	Principal, Year Coordinator
• digital futures team to promote and reinforce launch of vision for staff, students and community	Principal, Year Coordinator
School Strategic Plan Strategy:	Priority: SKILL DEVELOPMENT (SD) - ensure staff are continuing develop and improve skillsets in line with technological growth and development across the school
Actions	**Responsible Officer(s)**
review and upgrade of year level digital capabilities checklist to support teacher planning and student skill development	Principal, HOC, Year Coordinator
Employment of STEAM teacher to support teacher and student skill development	Benjamin McClure
• Continuation and growth of 'Tech Talks' to support teachers with knowledge and skills to support classroom pedagogical programs each term.	Benjamin McClure
Team focus on current literature linking technology to latest research to support teaching and learning. This focus text will be utilised for team reading and sharing with peers.	Principal, Year Coordinator
• Provision of professional learning opportunities for team to develop expertise in areas to allow for development of 'Champions' program.	Mikarlah Born, Nathan Capps, Tracy Halyday, Rebecca Jenkins, Kelly McCall, Benjamin McClure, Kirsty Peepall
• Champions to improve embedding of Digital futures across all aspects of schooling, especially curriculum and student engagement	Benjamin McClure
• Introduce and implement systemic school support programs across all staff including Sharepoint	Joel Batson, Benjamin McClure, Mon Pfingst

utilisation of Apple Teacher levels to promote engagement with ongoing skill development to meet needs of modern learners	Robert Bauer, Nathan Capps, Mark Greenland, Tracy Halyday, Rebecca Jenkins, Kelly McCall, Benjamin McClure, Mon Pfingst
School Strategic Plan Strategy:	Priority - CURRICULUM EMERSION (CE) - support the seamless emersion of digital technologies across suitable areas of the curriculum
Actions	**Responsible Officer(s)**
digital technologies to be incorporated into planning documents at school, year level and classroom levels	Joel Batson, Benjamin McClure, Mon Pfingst
continued engagement with opportunities to engage classes in tech based challenges to promote innovation, engagement and participation	Benjamin McClure
• Continued development of 'Digital Technology' support team of students (student champions) to assist teachers with digital technology classroom support	Nathan Capps, Benjamin McClure
• Resource needs identified and prioritised to support student learning, particularly for identified targeted students	Kelly McCall, Benjamin McClure
• Develop links to local high schools to support the transition of tech skills between primary and secondary students	Benjamin McClure, Mon Pfingst
• Investigate future projects linked to USC 'MindSET Do' - ongoing research based - includes classroom visits and parent information evenings	Benjamin McClure, Mon Pfingst
• Continue to grow a digital futures community expo in Term 4 run by STEAM teacher and student champions to promote tech use across school	Benjamin McClure

School Strategic Plan - 5. Diversity - We all Belong

Long-term targets/desired outcomes

- A fully implemented and enacted 'diversity' approach in line with school and systemic requirements is in place at Bli Bli
- 100% of staff are offered professional development to increase or enhance knowledge of diversity and the application of intervention strategies
- Clear transparent processes are utilised to demonstrate effective support for diverse learners across the school
- 100% of identified students are engaged within case management models of support

AIP targets/desired outcomes

- Whole staff PD on Trauma Informed Practice Whole staff PD focused on Indigenous Education
- Whole school approach to Case Managment. Case management to incorporate NCCD, Indigenous, Attendance and Diversity.
- Provision within the school to provide additional sensory resources for students as needed during times of emotional regulation, linked with Kids Clubs to enhance access. Linked with individual PLPs.

School Strategic Plan Strategy:	Whole School Approach - development and enactment of whole school approach of support, intervention and extension based on research, understanding and knowledge that supports all learners
Actions	**Responsible Officer(s)**

Data driven, researched, best practice models are reviewed for the development of a whole school approach.	Rebekah Brown, Catherine Dolphin, Sandy Vella
Provide our community with our Whole School Approach to develop a knowledgeable, informed and supportive community.	Catherine Dolphin, Mon Pfingst, Sandy Vella

School Strategic Plan Strategy:	Data Driven Intervention and Support - develop and demonstrate a deeper knowledge of intervention strategies and confidence in the practical application of these strategies
Actions	**Responsible Officer(s)**
Utilise systemic data to identify and establish case management processes across school and classrooms to support students academically and social/emotionally as needed.	Catherine Dolphin, Jodie Rickard, Annalise Suffolk, Sandy Vella
Termly meetings with STLaN team and Diversity team to determine caseloads and allocation of TA and teacher time to classrooms on a termly basis.	Catherine Dolphin, Nicole Merritt, Jacqui Ranclaud, Jodie Rickard, Annalise Suffolk, Sandy Vella

School Strategic Plan Strategy:	Responsive Resourcing - develop and share transparent procedures to ensure resourcing models are clear and being implemented in an equitable and timely process across classrooms and year levels
Actions	**Responsible Officer(s)**
Focus on "games room" precinct and create an entrance that is welcoming to all visitors at our school.	Catherine Dolphin
Introduction of Indigenous Support Teacher Aide role 0.2 in 2025.	Mon Pfingst
Continued resourcing to Kids Clubs in 2025.	Catherine Dolphin
Allocation of teacher aide and teacher time to support water-based activities for high need year levels (Prep/1/5 and 6). Allocation of teacher aide and teacher time to support attendance at camp.	Catherine Dolphin, Jodie Lee
Support provided for NAIDOC Week and Diversity Day to provide promotion, resources and planning to recognise and support important days of celebration.	Catherine Dolphin, Mon Pfingst, Jodie Rickard, Annalise Suffolk, Sandy Vella

School Strategic Plan Strategy:	Case Management - provide strong case management policies and procedures to ensure all students are accounted for, experience academic achievement and develop a sense of belonging
Actions	**Responsible Officer(s)**
Review of case management processes to support students with diverse needs.	Rebekah Brown, Catherine Dolphin
Develop a Whole School Approach in relation to Case Management.	Rebekah Brown, Catherine Dolphin
Increase in active PLPs for students identified on the NCCD (already at 100%) and students identified diverse needs (not NCCD included).	Rebekah Brown, Catherine Dolphin, Jodie Rickard, Annalise Suffolk, Sandy Vella

Bli Bli State School

2025 Annual Implementation Plan

Endorsements and Approvals

This long-term plan was developed in line with the <u>School performance policy</u> and <u>procedure</u>. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

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Principal   P and C / School Council