

Blackbutt State School

2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

School priority 1		INNOVATE – Educational Achievement Lead Systematic Curriculum Delivery so as to have clear, consistent expectations and a sequenced whole school curriculum plan in place and used, which reflects updated expectations for the teaching of reading to support alignment of curriculum, teaching, assessment and reporting.		Phase	Implementing – I	School priority 2	IMAGINE: Culture and Inclusion Promoting a culture of learning: Develop consistent and clear processes and strategies to enhance collegial school culture and case management/classroom problem solving to meet the needs of all on site for continuous improvement.		Phase	Developing – D			
Link to school review improvement strategy:		This priority develops improvement strategies linked to enhancing and embedding a whole school approach to moderation along with enhancing the observation, feedback and coaching cycles to be linked to curriculum and reading priorities to continue the development of school capability and improve student achievement.				Link to school review improvement strategy:		• Collaboratively develop strategies like case management/classroom problem solving to enhance a strong collegial school culture of mutual support and trust, including a coaching and feedback cycle for teachers focused on growth of capability responding to individual needs of each teacher					
Strategy/ies		• Collaboratively develop whole school curriculum plans, centrally stored and used during planning and moderation. • Develop and grow our understanding of the department’s position statement and related reading philosophy for practical implementation in the classroom. • Achieve consistent implementation of the school's phonic program to embed Blackbutt’s word reading response (PLD) • Build data and assessment literacy via moderation processes • Administer Dibels screening and respond with intervention where required				Strategy/ies		• Establish case management/classroom problem solving processes 2-3 times per term during staff meetings to understand individual learners and their needs • Professional goal setting linked to AIP and individual development of staff • Establish a growth focused mindset with staff to enable coaching and feedback cycles • Ensure PBL and school wide processes are in place • Learning walls and bump it up walls to encourage a culture of learning and continuous improvement in each classroom meeting individual needs					
Actions including Responsible officer(s)					Resources		Actions including Responsible officer(s)					Resources	
• Establish a support role EG .5 HOD, .5 Support or Curriculum support and support role combined. - Principal • Through instructional leadership embed 3 levels of planning for consistent implementation of the ACV9/8.4, and familiarise and develop subjects for implementation in 2026 – Principal & Teaching Staff • Continue to build teacher expertise in Systematic Synthetic Phonics across the school for fidelity of the program to achieve results through Professional Learning and Coaching – (PLD) - Principal • Further increase teacher capability and understandings of Reading through the Australian Curriculum - Principal • Use data to inform pedagogy and other teaching decisions, including making adjustments for differentiation in reading for all students, including first nations students – Principal					• HOD.5/Support teacher .5 funding • Planning days ACV9 TRS • SSP coaching and resources • Coaching • I4S funded TA's to support PLD, Reading, Reading pedagogy, differentiation and student support • DoE Reading PD		• Establish high levels of trust and mutual respect • Establish a support role EG .5 HOD, .5 Support or Curriculum support and support role combined. – Principal • Use DoE setting professional goals templates and AITSL self-assessment tool to set professional development goals - Principal • Establish case management/Classroom Problem Solving during staff meetings, 2 meetings per term to ensure school wide strategies are in use – Principal • Review, amend and maintain PBL school wide processes – PBL team, Principal. • Review and revive Learning Walls and Bump it up wall usage • Utilise teacher aide support in classrooms for the benefit of identified students.					• HOD.5/Support teacher .5 funding • Cluster Behaviour Support – 4 days, one per term • I4S Teacher aides to assist in behaviour supports	
End Term 4	Measurable outcomes	• 88% of students achieving C and Above in English and 94% Mathematics prep – year 2 • 80% of students achieving C and Above in English and 90% in Mathematics years 3-6 • 47% of students achieving A and B in English and 76% Mathematics years prep to 2 • 36% of students achieving A and B in English and 55% in Mathematics years 3-6 • 100% of first nation students achieve C and above				End Term 4	Measurable outcomes	• Reducing SDA, 2% across the school • Maintaining 95% attendance and high engagement at school • Improved support of students • Learning walls and related individual student goal setting in 100% of all classrooms					
	Success criteria	Behaviourally: Students can/will: • Experience unit 4 learning as per whole school curriculum plans Teachers can/will: • Plan and moderate using embedded school processes for academic reporting • Plan AVC9 subjects for 2026 rollout • Complete master unit plans for ACV9 Leadership team can/will: • Monitor and review actions across the year					Success criteria	Behaviourally: Students can/will: • Participate in end of year PBL rewards. • Set individual learning goals using their bump it up wall. Teachers can/will: • Engage in a cycle of observation and feedback. • Set student goals linked to classroom bump it up walls. • Identify classroom context, barriers and adjustments to support the learning needs of all. Leadership team can/will: • Monitor and review all actions across the year • Engage in a cycle of observation and feedback. • Finalise professional goal setting for the year. • Establish 2026 PBL plan					
	Artefacts	• SORD E&E Priority Measures • 3 Levels of planning for 2026 • Participation in external moderation • Master unit plans for ACV9 – English, Maths, Science, Tech and HPE					Artefacts	• Feedback cycles after observations • Case Management/Classroom problem solving process and proformas, included related data.					
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring				
End Term 1	• 100% of students engaging with ACV9 English and Mathematics curriculum. • 100% of students experiencing PLD Instruction • 100% PLD data collection both spelling and reading to inform instruction and grouping	Behaviourally: Students can/will: • Experience unit 1 learning, as per whole school curriculum plans • Engage in specific phonic instruction as per school SSP outlines Teachers can/will: • Screen students using PLD & establish PLD instruction. • Follow the school level 2 planning and use the Blackbutt unit planner, storing complete planning in established central onenote • Engage in PLD professional learning and coaching • Design supports for ALL students in response to need and requirements. • Engage in the first phase of moderation, building assessment literacy. • Appoint a reading champion to attend PL and feedback to staff	• Level 1 Planning • Level 2 Planning • PLD Screening data • Meeting timetable • Data Plan • Reading Implementation plan		End Term 1	• Establishment of PBL processes for the 2025 school year • Student Services referral processes in use • Use of case management/classroom problem solving supports	Behaviourally: Students can/will: • Experience PBL rewards, including behaviour and kindness lessons. Teachers can/will: • Engage in referral processes and case management/classroom problem solving processes. • Participate in PBL meetings and deliver lessons. • Use the student services referral process. • Set professional learning goals. • Engage in PL, coaching and feedback related to professional goals. • Connect with community via Parent Information Afternoon and Parent Teacher Interviews. • Identify classroom context, barriers and adjustments to support the learning needs of all.	• Case management/classroom problem solving processes • Student services referral processes • Staff meeting plan – labelled case management/classroom problem solving meetings • Professional Goal Setting Plans					

		<ul style="list-style-type: none"> Attend PL as requested – EFI Catalogue Implement case management suggestions <p><u>Leadership team will:</u></p> <ul style="list-style-type: none"> Purposefully timetable moderation (to build assessment literacy) and planning time into meeting schedules. Create a planning process Build staff knowledge of the 3 levels of planning and it's uses Create a Reading Champion position and reading implementation plan and begin the process of communicating with community 					<ul style="list-style-type: none"> Engage in, present and offer ideas for case management/classroom problem solving, and implement agreed to suggestions. <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> Introduce case management/classroom problem solving processes to staff meetings, twice per term. Establish case management/classroom problem solving processes. Establish student services referral processes using oneschool. Provide PBL lessons linked to school behaviour data to encourage a positive school environment and school expectations, with a continued focus upon kindness. Establish Student Services referral processes and beginning actions to address the needs of all students. Provide positive coaching, feedback and PL linked to professional goals. Collaborative PBL audit – correct posters, matrix etc in place and in use Establish Complex case – Principal and support staff. Establish the 2025 PBL plan. 		
End Term 2	<ul style="list-style-type: none"> 80% of students achieving C and Above in English and Mathematics prep – year 2 75% of students achieving C and Above in English and 89% in Mathematics years 3-6 45% of students achieving A and B in English and 53% Mathematics years prep to 2 36% of students achieving A and B in English and 59% in Mathematics years 3-6 	<p>Behaviourally:</p> <p><u>Students can/will:</u></p> <ul style="list-style-type: none"> Experience all areas of the AC Experience unit 2 learning, as per whole school curriculum plans Engage in specific phonic instruction as per school SSP outlines <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> Partake in PLD coaching and reading PL Implement the PLD specific teaching block with fidelity Use appropriate pedagogy for learning situation and students needs Use and provide feedback on the school planning process Use assessment literacy to complete before moderation and participate in after and end moderation (Internal and External) Attend PL as requested – EFI Catalogue Implement case management suggestions <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> Provide term 2 planning and moderation time as per meeting schedule and requirements of the K-12 Framework Use the planning process, centrally storing planning by a required date Follow the ACV9 Implementation and reading implementation plan Look for external moderation possibilities 	<ul style="list-style-type: none"> 3 levels of planning sorted in OneNote Planning process ACV9 familiarisation Meeting Plan for term, coaching, watching others other PL activities 		End Term 2	<ul style="list-style-type: none"> Reduced behaviour incidents in playground/classroom Reduced SDA's 	<p>Behaviourally:</p> <p><u>Students can/will:</u></p> <ul style="list-style-type: none"> Use learning walls and bump it up walls to assist in learning. Each classroom to present the PBL behaviour focus to parade. <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> Present students during case management/classroom problem solving meeting. Provide ideas during case management/classroom problem solving. Engage in a cycle of observation and feedback. Review learning walls and bump it up wall's usage across term 1, identifying improvements for term 2 usage. Help students to create a parade presentation of the PBL focus of the fortnight. Present to staff PL you have attended. Identify classroom context, barriers and adjustments to support the learning needs of all. Engage in, present and offer ideas for case management/classroom problem solving, and implement agreed to suggestions <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> Review all PBL processes and matrix. Identify and refer students to student services as required. Engage in a cycle of observation and feedback. Establish Learning Walls and Bump it up wall expectations. Develop middle leadership from the teaching position. Provide meeting time for case management/classroom problem solving 	<ul style="list-style-type: none"> PBL presentations for parade Staff meeting plan – labelled case management/classroom problem solving meetings Professional Goal Setting Plans 	
End Term 3	<ul style="list-style-type: none"> Participation in the year 1 phonic check Begin Dibels screening across the school 	<p>Behaviourally:</p> <p><u>Students can/will:</u></p> <ul style="list-style-type: none"> Experience all areas of the AC. Experience unit 3 learning, as per whole school curriculum plans. Engage in specific phonic instruction as per school SSP outlines. <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> Plan, moderate and use the school planning process for current and future AVC9 subjects Engage in PL related to Dibels implementation and use of data across the school Attend PL as requested – EFI Catalogue Engage in Dibels administration PL Implement case management suggestions <p><u>Leadership team will:</u></p> <ul style="list-style-type: none"> Embed the planning process through scheduled moderation and planning activities Begin planning for new subjects ACV9 Respond to Dibels data 	<ul style="list-style-type: none"> Dibels data (one minute fluency read) PLD data TRS planning AVC9 		End Term 3	<ul style="list-style-type: none"> Reducing SDA, 2% across the school Maintaining 95% attendance and high engagement at school Improved support of students via engage in case management/classroom problem solving Learning walls and related individual student goal setting in 100% of all classrooms, including the beginnings of individual goal setting linked to walls 	<p>Behaviourally:</p> <p><u>Students can/will:</u></p> <ul style="list-style-type: none"> Identify individual goals linked to bump it up wall in classroom. <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> Continue to engage in PL related to professional goal setting. Present to staff PL you have attended. Provide learning walls and bump it up walls in English. Conduct Parent Teacher Interviews Engage in, present and offer ideas for case management/classroom problem solving, and implement agreed to suggestions. Engage in coaching, observation and feedback. <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> Follow up setting professional goals. Identify classroom context, barriers and adjustments to support the learning needs of all. Provide meeting time for case management/classroom problem solving. Provide agreed to cycles of coaching, observation and feedback. 	<ul style="list-style-type: none"> Staff meeting plan – labelled case management/classroom problem solving meetings. Learning walls and bump it up walls in classrooms. Professional goal setting plans 	

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