



2024



**Strategy: Implementing a consistent, whole school approach to the teaching of reading.**

LT - Leadership Team  
CT - Classroom Teachers

ST - Specialist Teachers  
IT - Inclusion Teachers

Actions	Mode	Targets	Success Criteria	Timelines	Responsible	Resources
Building capability of the teaching of reading through the curriculum	Quality Assure implementation of TLC in P-2.  See Consolidation and implementation framework for stage elaborations. <i>Stage 1 - Unpacking the approach P-6: Targeted SFD sessions, leveraging system resources and local knowledge</i>  <i>Stage 2 - AC V9 teacher and curriculum leader co-planning Year 3: Planning Days, One on Ones, Year Level Meetings</i>  <i>Stage 3 - Monitoring implementation across Year 3 and 4 (Semester 2): One on Ones, Collaborative sharing, Observation and feedback cycles</i>	94% A-C = all learning areas English LOA: 94%  100% of P-2 Teachers engaged in Obs. And Feedback sessions.  Teacher APDP goals aligned to the teaching of reading.  Clear evidence of teacher planning that reflects the teaching of reading across the curriculum.  Year 3 and 4 teachers reflecting progress to Stage 3 of the implementation and consolidation framework	<b>Leadership</b> - Walking alongside teachers in the co-development of consistent approach to the teaching of reading across P-4 - Monitoring impact and providing observation and feedback opportunities to teachers  <b>Teachers</b> - Articulating what every child 'needs next' to improve their reading  <b>Teacher Aides</b> - Using 'The Science of Reading' language in supporting students.  <b>Students</b> - Learner behaviours that are aligned with the schools approach to the teaching of reading	<i>Stage 1 - 2024 SFD</i> <i>Stage 2 - By end of S1</i> <i>Stage 3 - By end of 2024</i>  One on Ones and student work at the table (as per collegial engagement framework)  Teacher APDP progress checks (as per the collegial engagement framework)  Termly planning and curriculum alignment sessions (as per term calendar)  Community Teaching of Reading sessions  Teacher observation and feedback cycles (as per the implementation and consolidation framework)	LT (P, DP, HOI)  LT  LT HOI (Head of Inclusion)  LT - CT ST - IT  Community  LT CT & ST IT	S/CC - 207800 S/CC - 203200 S/CC - 204416 S/CC - 203214 S/CC - 202500 S/CC - 207016 (I4S)

**Strategy: Create and Implement the whole school inclusion framework.**

Actions	Mode	Targets	Success Criteria	Timelines	Responsible	Resources
Building staff awareness of MTSS (multi-tiered system of supports) at BGSS  Planning for and using UDL (Universal Design for Learning)	WSST Meetings  One on Ones w/Inclusion Team  Student Case Management (PLP's, ICP's, COI's, & Assessment Adjustments)  Transitions (K-P, P-6 & 6-7)  Early ID and action around non-attenders  Signposts for Inclusion (traffic light analysis)  Engage in CLC 1 engine room work within Triad (MSS and HPSS)	P-6 English LOA: 57% A-B  P-2 FN = 10% lift to 78.4%  P-2 SWD = 5% lift to 65.9%  Extension ICP - 'Working beyond an A'  0% N student achievement (EALD Excluded)  100% external stakeholder engagement (OT's, Speech, Psych. Etc.)  93% attendance rate  Pre/post analysis against Sign-posts for inclusion (traffic light analysis)	<b>Leadership</b> - Walking alongside teachers to co-design and implement high yield classroom planning and pedagogical strategies - Reviewing implementation and adjusting approach based on data and impact  <b>Teachers</b> - 100% of teachers knowing what 100% of their students need next in order to achieve English LOA goals  <b>Teacher Aides</b> - Established common language and ways of working to support students accessing the curriculum  <b>Students</b> - Access, Engagement and improvement in English LOA - Students can articulate what they need next to improve through the 5Q4 model	Semester 1 & 2 Reporting  Ongoing One on One Data Conversations  Ongoing as PLP's and ICP's are established and monitored  From Day 1 of Term 1 2023 (established at SFD during transition conversations)  Monitoring throughout 2023  Term 2 SOS student and parents clarity sessions	P, DP, P-6 CT, ST, IT  P-6 CT, ST, IT  CT, IT, Parents  CT, IT, P-6 DP, P  DP, P  P	CLC RO Resources  S/CC - 205900 S/CC - 205910 S/CC - 201500 S/CC - 202500 S/CC - 205913

**Community Success Criteria**

**BGSS Parent Learning:**

- Attendance at transition days.
- Attendance at parent Walker Learning Pedagogy P-2 and 3-6 sessions.
- Attendance at 'How we teach reading' at BG sessions.

**BGSS Parent Learning Support**

- Your child attending school 93% of the year.
- Supporting your child at home with their learning. I.e. Reading/study.
- Supporting your child at home through participation in Resilience Project and/or Open Parachute.

**Endorsement:**

School Supervisor: Helen McCullough:

Principal - Ryan Pedley:

P&C President - Amanda Medill:

