

2024



### 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 vear.
- Supporting your child at home with their learning. le. Reading/study.
- Supporting your child at home through participation in Resilience Project and/ or Open Parachute.

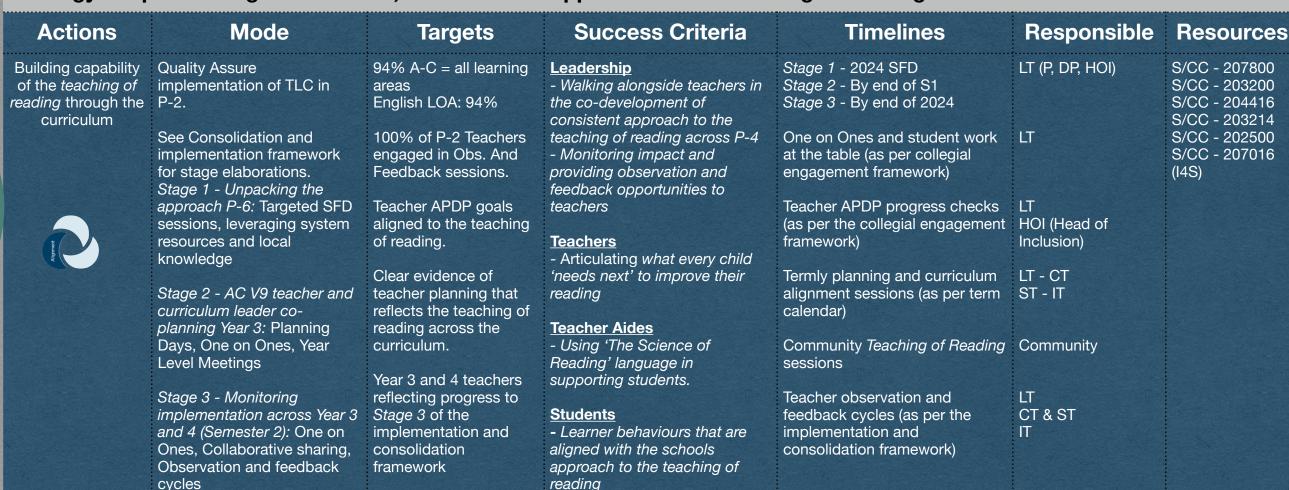
#### **Endorsement:**

School Supervisor: Helen McCullough:

Principal - Ryan Pedley:

P&C President - Amanda Medill:

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



LT - Leadership Team

CT - Classroom Teachers

ST - Specialist Teachers

IT - Inclusion Teachers

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

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