

## Boronia Heights State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



TOGETHER FORWARD

Our values:

PERSISTENCE  
RELATIONSHIPS  
LEARNING

BORONIA HEIGHTS STATE SCHOOL

### School priority 1:

Leading systematic curriculum implementation-  
Strength staff understanding of V9 Australian curriculum in 3 levels of planning using the BAAE Moderation Cycle.

### Monitoring

| Term 1 | Term 2 | Term 3 | Term 4 |
|--------|--------|--------|--------|
|        |        |        |        |

### Strategy/ies:

- Unpack and understand the V9 Australian Curriculum
- Refine a whole school understanding of the 3 levels planning.
- Strengthen 'before' moderation using student achievement data.
- Strengthen all 4 phases of moderation and track progress towards agreed targets.
- Strength teacher understanding of student progressions across the year levels to enhance vertical alignment of curriculum and foster consistent teaching and learning expectations, meeting students' needs.

### Long term measurable/desired outcomes:

-Maintain a focus on improvement across all KLAs, prioritising English and Math (A-C and A-B outcomes).

|                              |   |                              |   |
|------------------------------|---|------------------------------|---|
|                              | Sustain and increase of 2% each year from 2025-2028 |                              | Sustain and increase of 2% each year from 2025-2028 |
| Whole School English A-C 70% | 72%-80%   | Whole School English A-B 30% | 37%-45%   |
| Whole School Maths A-C 80%   | 85%-90%   | Whole School Maths A-B 50%   | 54%-60%   |

### AIP measurable/desired outcomes:

*Desired-*  
-Consistent planning documentation including literacy and numeracy planners are enacted and stored on school's drive  
-All phases of BAAE model implemented through planning and assessing cycle  
-Growth mindset of all staff in embracing the changes in V9 Curriculum rollout measured through Staff surveys (semester checkins)

### Measurable- LOA Data targets

|                              | 2025                                  |                              | 2025                                  |  |
|------------------------------|---------------------------------------|------------------------------|---------------------------------------|--|
| Whole School English A-C 70% | Prep -Yr 2<br>80%<br>Years 3-6<br>74% | Whole School English A-B 30% | Prep -Yr 2<br>43%<br>Years 3-6<br>39% |  |
| Whole School Maths A-C 80%   | Prep -Yr 2<br>90%<br>Years 3-6<br>85% | Whole School Maths A-B 50%   | Prep -Yr 2<br>64%<br>Years 3-6<br>52% |  |

*-Progressions Tracking documented on Literacy Planners are implemented to support direct teaching of student's gaps.*

*-Implementation of Confidence Scale (beginning, and end check points in each semester) to determine staff confidence and areas for further growth.*

### Actions:

- Whole School Curriculum document to be updated
- School unit plans forefront General Capabilities and Cross-Curriculum priorities
- Continued V9 unpacking through staff meetings and SPT (School Priority Times)
- Year level planning time aligned to collaborative development of unit plans
- Revising and aligning planning documentation to include teaching sequences
- Strengthen BAAE process to ensure expectations are being followed through
- Adjust task sheets to show clarity of assessment expectations to ensure consistency of teacher judgement
- Teachers being active members of unit planning including marking guides, task sheets, modelled responses for English and Mathematics
- Focus on consistent teaching and learning through literacy and maths planners
- Learning Walks and Talks, and classroom observations to ensure throughline of planned and enacted curriculum




### Responsible officer(s):

- Leadership Team including Principal, DPs, Head of Inclusion, HOD-C
- Knowledgeable Others
- Team Leaders
- Curriculum Committee Members

### Resources:

- Weekly release time for teachers to meet for SPT (School Priority Time) for implementation of BAAE moderation cycle
- Staff meetings' agenda allocated to further development of V9 understanding
- Professional Learning costs for Jocelyn Seamer to enact Leading Learning Success rollout.

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| <p><b>School priority 2:</b><br/>Differentiating teaching and learning-<br/>Consolidate staff knowledge and implementation of evidence-informed differentiation practices through development of MTSS (Multi-Tiered Systems of Support) Framework.</p>   | <p style="text-align: center;"><b>Monitoring</b></p> |  |  |  | <p><b>Long term measurable/desired outcomes:</b></p> <p>100% staff are data-literate and use data to inform and support teaching and learning, providing individualised differentiation and extension to foster student growth through multi-layers of support in framework.</p> | <p><b>AIP measurable/desired outcomes:</b></p> <p>Desired-<br/>-Development of a collaborative and documented BHSS MTSS (Multi Tiered Sysetms of Support) Framework</p> <p>-Deeper understanding and clarity from staff of defined roles and responsibilities of MTSS supports throughout the school</p> <p>Measurable-<br/>-All students(100%) receiving adjustments captured in NCCD have frequent (Termly) updated Personalised Learning records with adjustments and aligned to metalanguage of framework</p> |
| <p><b>Strategy/ies:</b></p> <ul style="list-style-type: none"> <li>• Develop a whole school collaborative framework of MTSS understanding through collation and aligning of current practices.</li> <li>• Documentation of all plans and adjustments to be included in Personalised Learning for individualised students</li> <li>• Clear and defined roles and responsibilities of all staff in each of the tiers in framework</li> <li>• Consistent metalanguage throughout the school aligned to framework including tiers, adjustments and supports</li> </ul>   |  |  |  |  |  |   |
| <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>➢ Collate strategies and supports already in place and align to tiers</li> <li>➢ Plan and effectively use the Tier 2 and 3 supports and resources in classrooms</li> <li>➢ Follow referral processes to collaboratively support identified students with specific learning needs</li> <li>➢ Build knowledge and understanding of Personal and Social General Capability Matrix to meet student gaps</li> <li>➢ Student goal setting through Personalised Learning informed by NCCD</li> <li>➢ Tracking identified case management students through documented process of tiers</li> <li>➢ Collaboratively develop Roles and Responsibilities document aligned to framework</li> <li>➢ Redesigning learning walls for more accessibility for student use</li> <li>➢ Review the co-construction of anchor charts with staff</li> </ul>   |  |  |  |  |  |   |
| <p><b>Responsible officer(s):</b></p> <p>-Leadership Team including Principal, DPs, Head of Inclusion, HOD-C, Guidance Officer<br/>-Team Leaders<br/>-SNAC Committee<br/>-PRL Committee<br/>-Health and Well-Being Committee</p>   |  |  |  |  |  |   |
| <p><b>Resources:</b></p> <p>-Chaplain<br/>-Art Therapy Aide<br/>-Behaviour Teacher Aide<br/>-GROWth Hub<br/>-Timetabling of MTSS staff including aides<br/>GROWth Hub and ZEN Room</p>   |  |  |  |  |  |   |
| <p><b>School priority 3:</b><br/>Implementing effective pedagogical practices-<br/>Create a whole school understanding of what effective reading pedagogy looks and sounds like.</p>   | <p style="text-align: center;"><b>Monitoring</b></p> |  |  |  | <p><b>Long term measurable/desired outcomes:</b></p>   | <p><b>AIP measurable/desired outcomes:</b></p>  |
| <p><b>Strategy/ies:</b></p> <ul style="list-style-type: none"> <li>➢ Working alongside critical friend Jocelyn Seamer (Leading Learning Success) to deepen staff understanding of Cognitive Science and develop consistent Literacy Approach across the whole school</li> <li>➢ Professional Learning agenda focused on Leading Learning Success research</li> <li>➢ Teaching Sprints cycles to enhance instructional habits including research focus and intentional practice cycles with reflection and feedback</li> <li>➢ Implement Diebels as a tracking tool to support and improve reading growth</li> <li>➢ Collaborative development of consistent literacy planners for implementation across all year levels</li> <li>➢ Developing staff understanding of morphology</li> <li>➢ Conduct classroom observations once a semester with feedback cycle and check ins</li> <li>➢ Implement Learning Walks and Talks to capture implementation of pedagogies and feedback to staff</li> <li>➢ Engage staff in surveys to determine level of needs in pedagogical understanding and implemetation</li> <li>➢ Develop APRs goals aligned to consistent pedgagoical practices</li> </ul> |  |  |  |  |  |   |
| <p>-A range of pedagogical strategies is consistently implemented in all classrooms with fidelity, as evidenced by Teaching Sprints, LWaTs and classroom observations.</p> <p>-100% implementation by all staff captured in LWaTs and observational data.</p> <p>-Identied staff supported through coaching cycles with prep and post feedback cycles.</p>   |  |  |  |  |  |   |
| <p>-Teachers using formative checking tools including snapshots of skills to track on checklists</p> <p>Increase to 100% of staff using a variety of formative assessment tools</p>  |  |  |  |  |  |   |
| <p>-LWaTs</p> <p>-More than 6 LWaTs conducted each term by Leadership Team with feedback to staff through Weekly Buzz and SPTs.</p> <p>-Increase to 100% of targeted areas identified in Teaching Sprints are enacted in classrooms.</p>   |  |  |  |  |  |   |
| <p>-Classroom observations</p> <p>-2 Classroom observations conducted each semester by Leadership Team with feedback cycles and checkins.</p>  |  |  |  |  |  |   |
| <p>Desired-<br/>-Updated literacy program<br/>-Updated data plan<br/>-unit plans include literacy planners<br/>-Consistent structured literacy block approach across all year levels<br/>-Deeper staff understanding of Morphology<br/>-Consistent metalanguage of daily review structure across the school year</p> <p>Measurable-<br/>-A range of pedagogical strategies is consistently implemented in all classrooms with fidelity, as evidenced by Teaching Sprints, LWaTs and classroom observations. (100% of all staff)</p> <p>-Impact on pedagogical practices through ongoing collection of data.</p> <p>-Teachers using formative checking tools including snapshots of skills to track on checklists 100%</p> <p>-Classroom observations (100% of goals identified are enacted)</p>  |  |  |  |  |  |   |

|  |   |  |   |
|--|---|--|---|
|  |   | <p>-(100% of goals identified are enacted )</p>  | <p>-APR goals are aligned to classroom observation and feedback (100% of all staff)</p> <p>-Staff surveys to gauge confidence in implementing pedagogies (90-100% at post survey)</p>                                   |
|  | <p>-Impact of pedagogical practices through Teaching Sprints</p>  | <p>100% of Team Leaders engaging in instructional leadership development</p>   |   |
|  | <p>-SPG goals are aligned to classroom observation feedback</p>   | <p>100% of all staff are enacting goals set in SPG aligned to pedagogical GROWth with two reviews throughout the year.</p>                         |   |
|  | <p>Staff surveys to gauge confidence in implementing pedagogies (100%)</p>  | <p>-Increase in frequency of pre and post staff surveys to capture and respond to staff needs, post being between 90-100% in staff confidence.</p> |   |
| <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>➤ Literacy Reference group to facilitate professional learning and upskilling</li> <li>➤ Attendance at regional PD including cluster meetings</li> <li>➤ Knowledgeable Others working with identified staff</li> <li>➤ Update literacy program</li> <li>➤ Conduct semester observations</li> <li>➤ Develop knowledge and implement Dibels as tracking tool</li> <li>➤ Survey staff to obtain baseline data</li> </ul>                              | <p><b>Responsible officer(s):</b></p> <ul style="list-style-type: none"> <li>-Leadership Team including Principal, DPs, Head of Inclusion, HOD-C,</li> <li>-Knowledge Other</li> <li>-Team Leaders</li> <li>-Literacy Reference Group</li> <li>-Curriculum Committee</li> </ul> |  | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-Access to Jocelyn Seamer Learning Platform</li> <li>-Diebels resources</li> <li>-Release time for Team Leaders to work with Leadership Team</li> </ul> |
| <p><b>Approvals</b><br/>                 This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal  P&amp;C/School Council  School Supervisor, Alisha Le Brese 26/02/2025 </p> |   |  |   |