



# Beerwah State School

## 2023 Annual Implementation Plan

### School Priorities

**School Strategic Plan - 1. Use clear and explicit whole school frameworks for teaching priority areas to build expert pedagogical practice in Literacy.**

#### 6 Month targets/desired outcomes

- Prep - 78% of students achieve C+ in English & 50% achieve A or B in English
- Year 1 - 78% of students achieve C+ in English & 35% achieve A or B in English
- Year 2 - 85% of students achieve C+ in English & 40% achieve A or B in English
- Year 3 - 85% of students achieve C+ in English & 20% achieve A or B in English
- Year 4 - 81% of students achieve C+ in English & 30% achieve A or B in English
- Year 5 - 80% of students achieve C+ in English & 38% achieve A or B in English
- Year 6 - 81% of students achieve C+ in English & 35% achieve A or B in English
- First Nations Students - 60% of students achieve C+ in English & 43% achieve A or B in English
- Children in care - 75% of students achieve C+ in English & 25% achieve A or B in English
- DDA Students – 60% of students achieve C+ in English
- DDA Student on an ICP – 60% achieve C+ in English
- All Teachers will have implemented for each English unit:
  - Learning walls
  - Learning intention
  - Success criteria
  - A/B/C exemplars
  - Feedback strips
  - 3 marker students representing a larger group of similar students
- 75% of classes have learning wall at least 'level 3'
- Children achieving below year level identified from summative assessment data
- All classes have 1 focused peer observation in term 1 & 2
- All classes show evidence of documented adjustments during differentiated teaching and learning
- All students responding to 5 'Clarity' questions and are able to articulate 'what they are learning' and 'how they are going'?

#### 12 Month targets/desired outcomes

- Prep - 80% of students achieve C+ in English & 72% achieve A or B in English
- Year 1 - 80% of students achieve C+ in English & 41% achieve A or B in English
- Year 2 - 88% of students achieve C+ in English & 47% achieve A or B in English
- Year 3 - 90% of students achieve C+ in English & 21% achieve A or B in English
- Year 4 - 85% of students achieve C+ in English & 31% achieve A or B in English
- Year 5 - 90% of students achieve C+ in English & 54% achieve A or B in English
- Year 6 - 85% of students achieve C+ in English & 40% achieve A or B in English





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- First Nations Students - 67% of students achieve C+ in English & 43% achieve A or B in English
- Children in care - 100% of students achieve C+ in English & 25% achieve A or B in English
- DDA Students – 70% of students achieve C+ in English
- DDA Student on an ICP – 80% achieve C+ in English
- 100% of classes have learning wall at least 'level 3'
- More than 50% of classes have learning wall at 'level 4 or 5'
- All students responding to 5 'Clarity' questions at least at 'level 3'
- All classes have 1 focused peer observation in term 3 & 4
- All classes have adjustments recorded and reviewed in Class/student notes
- All requests for coaching and support have been met with desired outcomes met
- Develop whole school Education Services System and sub-systems so that teachers and school leaders can use student profile and achievement data for effective planning for improved student outcomes
- 85% of staff, students and parents agree that students are interested in their schoolwork
- 85% of staff, students and parents agree that students are interested in their school work
- 95% of staff agree that the school encourages coaching and mentoring activities
- 95% of staff agree that they receive useful feedback about their work

<b>School Strategic Plan Strategy:</b>	Collaboratively develop, implement and review an Explicit Improvement Agenda(EIA) informed by student data and guided by research-informed practice.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue to implement CASW (Collaborative Assessment of Student Work) within Moderation cycle.	Principal, HOD
<b>School Strategic Plan Strategy:</b>	Establish roles, responsibilities and accountabilities for leaders, senior teachers and key staff aligned to the Annual Implementation Plan (AIP) and EIA.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Review key responsibilities of leaders and key staff re the delivery, and quality assurance of Reasonable Adjustments for students requiring supplementary, substantial and extensive adjustments.	Principal
Introduce and induct teaching staff in the use of Education Services system.	Principal, HOD, HOSES
<b>School Strategic Plan Strategy:</b>	Build targets, timelines for implementation, checkpoints for review and celebration and Quality Assurance (QA) strategies to embed a school-wide understanding and commitment to the EIA.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Resource System design for Education Services systems and sub-systems.	Principal
Develop and implement and quality assure Differentiated Teaching and Learning sub-system.	HOD
Develop and implement Student Services sub-system.	Student Services Coordinator
Develop and implement NCCD, Case Management, ICP sub-systems.	HOSES
<b>School Strategic Plan Strategy:</b>	Further enhance the interrogation of data to provide an in-depth understanding of school progress and to assist in the strategic planning process.



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Actions		Responsible Officer(s)
Build collective teacher efficiency to analyse class data to improve student outcomes.		Principal, HOD, HOSES
<b>School Strategic Plan Strategy:</b>	Identify and address the learning needs of individual students (including learning difficulties) including: close monitoring of progress to differentiate classroom activities and implement personalised learning as required.	
Actions		Responsible Officer(s)
Purchase additional Student Services Teacher time for sustainable delivery of student services intervention programs.		Principal, Student Services Coordinator
Purchase additional teacher time to develop and implement sub-system for whole school approach to management and monitoring of Personalised Learning Records.		Principal, HOSES, Student Services Coordinator
<b>School Strategic Plan Strategy:</b>	Review school budgeting processes, school structures, systems and the utilisation of human resources to enable the implementation of the EIA and provide timely and effective support for students in classrooms.	
Actions		Responsible Officer(s)
Review and expand planned release for teaching teams (Moderation, Data Analysis, implementation of Reasonable Adjustments).		Principal, HOD, HOSES
<b>School Strategic Plan Strategy:</b>	Review the school case management process including the roles and responsibilities of different staff members to ensure the learning needs of students are met.	
Actions		Responsible Officer(s)
Update roles and responsibilities in response to teacher feedback on teaching teams trial.		Principal, HOD, HOSES
<b>School Strategic Plan Strategy:</b>	Collaboratively review school moderation and QA practices to ensure integrity of student Level of Achievement (LOA) data to better inform starting points for teaching and curriculum implementation.	
Actions		Responsible Officer(s)
Continue to implement Learning Walks to support formative student data in the Moderation Cycle.		Principal, HOD
Continue to implement school-wide approach to moderation through use of variable Student Free Day time and teacher release for Pre-moderation meetings.		Principal, HOD
Teachers participate in Interschool Moderation.		HOD



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<b>School Strategic Plan Strategy:</b>	Further develop opportunities for teachers to intentionally collaborate and use data to inform the next steps for teaching, tracking student progress and reflection on the effectiveness of teaching practice.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Review and expand planned release for teaching teams (Moderation, Data Analysis, implementation of Reasonable Adjustments).	Principal, HOD, HOSES
Continue to support SLB coaching processes.	Principal, HOD
<b>School Strategic Plan Strategy:</b>	Establish consistent internal moderation processes across the school involving the four phases of moderation before, during and after unit delivery.
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue use of marker students in CASW process.	HOD
Continue participation in Leading the Learning cluster.	Principal, HOD





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**School Strategic Plan - 2. Create welcoming, inclusive and accessible educational settings for students and staff through Positive Behaviour for Learning (PBL), Re-Boot, high performing teams and well-being team initiatives, engaging in collaborative and responsive partnerships to support student and staff needs.**

### 6 Month targets/desired outcomes

- 85% of teachers are regularly teaching explicit PBL lessons
- Classroom minor incident are reduced to 3 per week
- Benchmark achieved for Tier 1 Tier Fidelity Inventory (TFI) for Classroom PBL Systems
- Increase Pulse survey collective team efficacy score to 80%

### 12 Month targets/desired outcomes

- 95% of teachers are regularly teaching explicit PBL lessons
- Provide release time for PBL Coaching as part of PBL Leader release
- Whole School Classroom Profiling Sweep completed and data used to inform PBL planning
- Classroom minor incident are reduced to 2 per week
- SOS data 90% - 'Student behavior at the school is well managed'
- SDA's reduced to 20 for 2023
- Increase Pulse survey collective team efficacy score to 85%
- SOS data 80% - 'The school has a strong sense of community'

<b>School Strategic Plan Strategy:</b>	Resource implementation of Classroom Positive Behaviour for Learning (PBL) Systems.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Provision release for PBL Team Leaders per term. 1 network day and 2 internal days.		Principal
Continue implementation of Classroom PBL framework.		Principal, HOD
Resource membership of Classroom Profiling Association and annual whole school sweep.		Principal
Prepare for implementation of Tier 2 PBL Team.		Principal
<b>School Strategic Plan Strategy:</b>	Continue the operation of Strategic Teams to guide school improvement and development in the areas of: Positive Behaviour for Learning, Curriculum; School Culture and Wellbeing.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Continue to subscribe to epulse surveys and annual staff wellbeing survey (NCR) for Culture and Wellbeing data.		Principal





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<b>School Strategic Plan Strategy:</b>	Promote teacher practices that model the expectations of the Student Code of Conduct and school values.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
PBL Coaching through release for Team leaders.		Principal
Provide staff PD before the implementation of each Classroom PBL stage.		Principal
Support staff attendance at Regional Network Days for PBL and curriculum		Principal
Build teacher capacity to contribute to use Classroom Profiling Sweep data to whole school PBL planning		Principal, HOD
Continue to contribute to the provision of the Managing Young Children's Behaviour Program (MYCP).		Principal, Guidance Officer

### Endorsements and Approvals

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

Principal

P and C / School Council

Assistant Regional Director



**Queensland  
Government**