



Beaudesert State School Annual Implementation Plan 2022

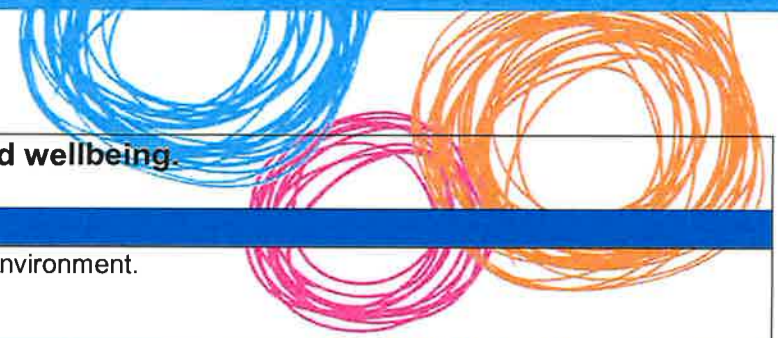
*At Beaudesert State School, staff, students and community learn from, with and alongside each other to maximise our collective IMPACT in student improvement and achievement.
Every child – every day*

Improvement Priority 1: Highly Skilled Workforce (Reading and Writing)
Improvement Priority 2: Successful Learners (Reading and Writing)

Targets

Every child has an expert teacher who collaboratively engages with a growth mindset.
85% of students achieve a C or above in English.
50% of students achieve a B or above in English.
100% of students in Prep – Year 1 achieve A-C in English (SER priority focus area).

Actions	Timeline	Responsible Officers
<p>Teaching teams engage in curriculum planning, moderation and professional learning with Head of Department – Curriculum across the Australian Curriculum Learning Areas and Science of Reading priority areas (i.e. Skill Building).</p> <ul style="list-style-type: none"> - Quality assure all Australian Curriculum areas are planned, assessed and reported on across all year levels as intended including the quality assurance of Beaudesert marking guides particularly in English. - Teaching teams engage in collaborative planning time per term to deepen teacher knowledge and skills of the Australian Curriculum (1 day per term) and the Science of Reading (1 day per term) facilitated by Head of Department – Curriculum. <p><i>Parameter #8: In school meetings – collaborative assessment of student work.</i> <i>Parameter #3: Quality assessment informs instruction</i></p>	Termly	Principal Deputy Principal HOSES HOD-C
<p>Continue to engage with Dr Lyn Sharratt as our Knowledgeable Other to support high yield, evidence-based practices, with an English explicit school wide focus on:</p> <ul style="list-style-type: none"> - Embedding Case Management for prevention and intervention <i>Parameter #6</i> - Embedding Learning Walks (staff collegial engagement) <i>Parameter #1, #4 and #14</i> - Embedding school wide English Level of Achievement data (LOA) data wall evolving into a student achievement learning wall <i>Parameter #1 and #14</i> - Implementing Descriptive Feedback and Individual Student Goal Setting <i>Parameter #3</i> - Continuing co-construction of success criteria and learning intentions via 'Bump It Up Walls' <i>Parameter #5</i> - Continuing co-construction of Learning Walls with embedded student voice <i>Parameter #5</i> - Extend on the school based Leading Learning Collaborative Team via intentional collaboration with SER schools with the intent of extending Knowledgeable Others on the school team. <i>Parameter #2</i> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;"> <p>Leading to staff vignettes embedded in the Teaching and Learning Handbook</p> </div>	Ongoing	Principal Deputy Principal HOSES HOD-C Leading Learning Collaborative Team
<p>Continue teacher observation and feedback via the formalised APR process to provide feedback against our school improvement priorities and agreed school practices. i.e. 14 parameters of school improvement and the school wide balanced reading program informed by the 6 essential components of reading instruction and the Science of Reading.</p>	Formal observations in Term 1 and 3 via APR process. Teacher engagement in Learning Walks and feedback	Principal Deputy Principal HOSES HOD-C
<p>Provide learning opportunities for support staff through targeted professional learning opportunities (i.e. Teacher Aide team) to implement differentiated English instruction which reflect the agreed pedagogical practices in the 6 essential components of reading instruction, Science of Reading and the 14 parameters.</p>	Ongoing	Principal Deputy Principal HOSES HOD-C Teaching team Teacher Aide team
<p>Review inclusive school policies and practices using feedback and data from students, staff, parents and community groups to enhance current inclusive school practices.</p>	Ongoing	Principal Deputy Principal HOSES HOD-C Teaching team Teacher Aide team
<p>Review school wide intervention model and the direct impact on student learning, growth and achievement in the classroom.</p>	Ongoing	Principal Deputy Principal HOSES HOD-C Teaching team



Improvement Priority 3: Maximising community engagement, partnerships and wellbeing.

Targets

For every student, staff and community member to feel safe, supported and welcome in the school environment.
 Increase student attendance to 94%.

Actions	Timeline	Responsible Officers
Continue Positive Behaviour for Learning (PBL) ensuring it is resourced and embedded across the school.	Ongoing	PBL team
Embed staff wellbeing committee to continue working on the Beaudesert State School Staff and Student Wellbeing Framework which supports the school community. Explore student wellbeing initiatives that enhance student engagement and achievement.	Ongoing	Guidance Officer Principal Wellbeing Committee
Continue the Community Education Counsellor and Indigenous Champion to support the learning, achievement and social / emotional needs of our local Indigenous community.	Ongoing	Principal CEC First Nation's Perspectives Team
Maximise student attendance via the Student at Risk: Attendance team. <i>Parameter #6</i>	Ongoing	Principal Deputy Principal Front office team Chaplain CEC
Enhance community partnerships with local community organisations, businesses and schools, including early year providers, to support Beaudesert State School learning and achievement, transitions and student access to community support agencies.	Ongoing	Principal Deputy Principal HOSES HOD-C
Collaboratively develop a Parent and Community Framework via the P&C.	Ongoing	Principal Deputy Principal P&C

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

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Principal

M. Page

P and C

[Signature]

Assistant Regional Director

