

Annual Improvement Plan 2025

Equity and Excellence

Every student at Beechmont State School will access a high-quality education that promotes equity and excellence for future success.

OUR FOCUS



Educational Achievement





Wellbeing and Engagement





Culture and Inclusion



Educational Achievement

Our School Priority	Our Actions																																																				
<p>1 PRIORITY ONE Implementing effective pedagogical practices (How?) Building an expert teaching team (How?) Systematic Curriculum Implementation (What?)</p> <p>Enhanced teacher knowledge and practice will ensure equity in educational achievement, access and opportunity for all students at Beechmont School. We will further develop and refine effective teaching and assessment practices to enhance literacy and numeracy outcomes for all students.</p>  	<p>The How? Effective Teaching and Learning</p> <ul style="list-style-type: none"> A coherent professional learning plan is developed by the principal and teachers which is monitored for impact. Intentional collaboration of all staff to enhance teacher and teacher aide knowledge of evidence-based teaching strategies through: <ul style="list-style-type: none"> All teachers actively engage in ongoing professional learning (including instructional coaching). There is a shared understanding of the science of learning, and cognitive load theory, and its application in the classroom. Explicit Instruction is an embedded practice in all learning spaces across the school. Pedagogical practice and the implementation of curriculum reflects the evidence of how students learn. Students receive multi-tiered systems of support. Observation and feedback cycles of focussed evidence-based teaching strategies. Weekly meetings with support staff to enhance their knowledge of pedagogy. A Beechmont State School Pedagogical placemat is developed by the principal and teachers. <p>Effective Assessment and Data</p> <ul style="list-style-type: none"> There is an implemented schoolwide assessment schedule (data plan) and the analysis of this data is used to inform differentiated teaching, identify interventions and ongoing evaluation. <ul style="list-style-type: none"> Develop staff capacity in data literacy, data analysis and data use in teaching. Responsive tiered intervention using a Multi-Tiered System of Support (MTSS) to target reading using a range of data sets. Case management (wrap around) of all students who are at risk across the areas of academic and/or social/emotional (including attendance and behaviour) as per analysis of all data sources. Principal and teachers will meet regularly to analyse student data to establish starting points and next steps for teaching, (staff meetings, 1:1 data chats). <p>The What?</p> <ul style="list-style-type: none"> Enhanced approach to quality curriculum planning and delivery. <ul style="list-style-type: none"> Collaboratively plan and implement English and Mathematics (AC V9) through comprehensive curriculum planning opportunities at meaningful junctures across the school year. (BAAE moderation processes). Support parents to understand what their child is learning through termly overviews, parent information sessions and ongoing communication in other communication forums. 																																																				
Our Priority Support Measures																																																					
<p>English and Mathematics Targets</p> <table border="1"> <thead> <tr> <th rowspan="2">Learning Area</th> <th colspan="7">Beechmont State School Targets end of 2025 (2024 actual data)</th> </tr> <tr> <th>Year level</th> <th>P</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>English A-C</td> <td>80%</td> <td>88% (84%)</td> <td>95% (90%)</td> <td>94% (90%)</td> <td>100% (100%)</td> <td>93% (89%)</td> <td>100% (100%)</td> <td></td> </tr> <tr> <td>English A-B</td> <td>50%</td> <td>61% (58%)</td> <td>65% (62%)</td> <td>65% (62%)</td> <td>33% (31%)</td> <td>41% (39%)</td> <td>76% (73%)</td> <td></td> </tr> <tr> <td>Maths A-C</td> <td>80%</td> <td>100% (100%)</td> <td>100% (97%)</td> <td>100% (95%)</td> <td>100% (100%)</td> <td>98% (94%)</td> <td>100% (100%)</td> <td></td> </tr> <tr> <td>Maths A-B</td> <td>50%</td> <td>66% (63%)</td> <td>90% (90%)</td> <td>70% (66%)</td> <td>71% (68%)</td> <td>42% (39%)</td> <td>97% (93%)</td> <td></td> </tr> </tbody> </table>	Learning Area	Beechmont State School Targets end of 2025 (2024 actual data)							Year level	P	1	2	3	4	5	6	English A-C	80%	88% (84%)	95% (90%)	94% (90%)	100% (100%)	93% (89%)	100% (100%)		English A-B	50%	61% (58%)	65% (62%)	65% (62%)	33% (31%)	41% (39%)	76% (73%)		Maths A-C	80%	100% (100%)	100% (97%)	100% (95%)	100% (100%)	98% (94%)	100% (100%)		Maths A-B	50%	66% (63%)	90% (90%)	70% (66%)	71% (68%)	42% (39%)	97% (93%)		<p>School Opinion Survey Students</p> <ul style="list-style-type: none"> 100% - I understand how I am assessed at my school 90% - I am interested in my school work <p>Parents/Carers</p> <ul style="list-style-type: none"> 100% - I understand how my child is being assessed at this school <p>Evaluation Plan for this priority will also utilise data sources as per the 2025 Beechmont State School Data Plan.</p> <p>Resources:</p> <ul style="list-style-type: none"> Teach Like a Champion 3.0 techniques (2021) Rosenshine's Principles of Instruction (2012) Nathaniel Swain - Harnessing the Science of Learning (2025) PWRD Leadership - Professional Development (coaching and Teach like a Champion) MultiLit Explicit Maths Program Australia
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Wellbeing and Engagement

Our School Priority	Our Actions
<p>2 PRIORITY TWO Promoting a culture of learning</p> <p>A planned and strategic approach to whole school wellbeing and engagement will ensure that students, staff and families are connected and engaged, to support high levels of belonging and student success. Strengthening our student and staff wellbeing will support whole school improvement and connectedness.</p> 	<ul style="list-style-type: none"> Continued implementation with fidelity of Positive Behaviour for Learning (PBL) utilising departmental <i>PBL and Classroom Management Hub</i> support and resources. Continue to refine the implementation of Tier 2 and Tier 3 structures of PBL to promote greater levels of student engagement. Continue to refine and embed with fidelity the "Grow Your Mind" program to enhance and support student wellbeing and mental health. Develop and create a Beechmont State School Student Learning and Wellbeing Framework, ensuring it aligns with our PBL action plan and goals. Collaboratively develop a formalised Beechmont State School Staff Wellbeing plan, ensuring all staff have a say in its design and implementation. 
Our Priority Support Measures	
<p>Attendance</p> <ul style="list-style-type: none"> Attendance rate for the 2025 year to be above 92% Reduce number of students attending less than 85% of the time to 25% <p>PBL targets Tier 1 - 95% Tier 2 - 5% Tier 3 - 0%</p>	<p>School Opinion Survey Students</p> <ul style="list-style-type: none"> 90% - Interested in school work 100% - My teachers are interested in my well being 90% - Student behaviour is well managed at my school <p>Staff</p> <ul style="list-style-type: none"> 100% - Student behaviour is well managed at this school 100% - The expectations and rules are clear at this school 100% - Students are treated fairly at this school <p>Parents/Carers</p> <ul style="list-style-type: none"> 90% - Student behaviour is well managed at this school <p>Resources</p> <ul style="list-style-type: none"> Grow Your Mind https://growyourmind.life/ The Classroom Management Hub PBL regional support and resources

Culture and Inclusion

Our School Priority	Our Actions
<p>3 PRIORITY THREE Building School - community partnerships Differentiating teaching and learning</p> <p>Build a culture of inclusion that values, supports and embraces diversity, and creates inclusive teaching and learning environments, that lead to improved learning and wellbeing outcomes for all students.</p> 	<ul style="list-style-type: none"> Case management (wrap around) of all students who are at risk across the areas of academic and/or social/emotional (including attendance and behaviour). Begin to understand and collaboratively plan in the use of adaptive teaching to ensure all students are able to achieve learning goals in the classroom. Establish parent/community forums/meetings to include a parent/community voice in Beechmont State's School approach to teaching and learning and student achievement. Re-establish the Barna Jarjum Champion at Beechmont State School who will lead the school community in: <ul style="list-style-type: none"> developing culturally responsive practices to improve educational outcomes for Aboriginal and/or Torres Strait Islander students. implementing culturally responsive actions underpinned by the Equity and Excellence Strategy.
Our Priority Support Measures	
<p>English Achievement Data</p> <ul style="list-style-type: none"> 100% of First Nation students achieving A-C in English 50% of First Nation students achieving A-B in English 75% of students with a disability (NCCD) achieving a C or above in English 	<p>School Opinion Survey Students</p> <ul style="list-style-type: none"> 90% - I like being at my school 90% - I feel accepted by others at my school <p>Parents/Carers</p> <ul style="list-style-type: none"> 90% - This school takes parents' opinions seriously 90% - This school asks for my input 90% - This school keeps me well informed <p>Resources</p> <ul style="list-style-type: none"> Barna Jarjum Champion initiative 

Investing for Success will support student achievement by:

- Knowing each student's needs and provide support and intervention as needed to ensure success for all students.
 - Teacher planning days (before moderation phase)
 - Professional learning across School priority areas - Consistency, Alignment, Great Teaching and Good Vibes

Beechmont State School acknowledge and pay respect to the Traditional Owners and ongoing custodians of the lands on which our school is built and where learning takes place. We pay our respects to Elders, past, present & emerging and recognise their continuing connection to Country and ways of learning over thousands of years.