

Annual Improvement Plan 2021

PRIORITY LEARNING AREAS:



Focussed Teaching of Reading and Writing



Success and Wellbeing for all students

SHARED BELIEF & UNDERSTANDING AMONG ALL STAFF

SHARED RESPONSIBILITY & ACCOUNTABILITY

| Priority | Explicit Improvement Action | Targets | Timelines | Responsible Officers |
|---|--|---|---|---|
| <p><i>Through the Alignment and our shared understanding of the Australian Curriculum and Effective Pedagogical Practices student outcomes will improve in Reading and Writing.</i></p> | <ul style="list-style-type: none"> Teachers identify reading and writing demands across key learning areas of the Australian Curriculum. | <ul style="list-style-type: none"> 85% of students are achieving C and above in English. 50% of students are achieving an A or B in English. | Semester 1 and 2 | Principal Teachers |
| | <ul style="list-style-type: none"> All teaching staff engage in collaborative planning to embed their knowledge and understanding of the Australian Curriculum through intentional planning processes. | <ul style="list-style-type: none"> 100% of teachers are released for curriculum planning. | Once per term | Teachers Principal |
| | <ul style="list-style-type: none"> Teachers identify, understand and implement the Gradual Release of Responsibility Instructional Framework in the teaching of Reading and Writing. Effective Pedagogical Practices aligned to the Gradual Release of Responsibility Instructional Framework are evident in the teaching of Reading and Writing. Teacher-aides are informed and supported to understand effective pedagogical practices and the Australian Curriculum. | <ul style="list-style-type: none"> 100% of teachers incorporating the Gradual Release of Responsibility Framework in the teaching of Reading and Writing. 100% of teacher-aides are engaged in professional development across the year which aligns with the teaching of Reading and Writing. | By the end of 2021 | Teachers Teacher-aides Principal |
| <p><i>Through Precision and how we use evidence, we will identify the right work and do the work right by planning, implementing, monitoring and reviewing collaboratively.</i></p> | <ul style="list-style-type: none"> Purposeful collection of a range and balance of data for Principal and teachers to identify, articulate and adapt their teaching and learning practices to pinpoint next steps in Reading and Writing. Professional learning time to facilitate intentional collaboration in relation to; data interrogation and sharing research based high impact teaching practices to improve student outcomes in Reading and Writing. | <ul style="list-style-type: none"> 100% of teachers are released in response to assessment & moderation cycle. 100% of teachers participate in the case management approach. 100% of teachers are released to participate in the process of data interrogation through allocated professional learning time (PLT). SOS - 100% of teachers feel confident using student assessment data to improve student achievement at my school. | Ongoing across the year | Principal Teachers |
| <p><i>Intentional Collaboration: the deliberate actions we take to work, learn and improve together.</i></p> | <ul style="list-style-type: none"> Staff are focussed on continual professional improvement through the Annual Performance Development Plan. Teachers-aides to engage in collaborative practices through teacher-aide meetings and professional development opportunities on a fortnightly basis. | <ul style="list-style-type: none"> 100% of staff are engaging with the Annual Performance Development Plan. SOS - 100% of staff feel they receive useful feedback about their work. | Annually Ongoing across the year | Teachers Teacher-aides Principal |
| <p><i>We work together to create a culture which ensures the success and wellbeing of all students.</i></p> | <ul style="list-style-type: none"> Embed the Beechmont State School Attendance policy and processes ensuring that our students are reaching 93% attendance - Every Day Counts. Develop and begin implementation of a consistent approach to behaviour management at Beechmont State School. | <ul style="list-style-type: none"> Student attendance is at 93%. Students attending school less than 85% is under 20%. 100% of staff are involved in the development of a consistent approach to behaviour management at Beechmont State School. | Semester 1 and 2 | Principal Business Manager Teachers |