



The Beechmont Way

Beechmont State School
Strategic Plan 2022-2025



Queensland
Government



This 2022-2025 strategic plan was developed in consultation with staff members and school community stakeholders. It reflects key elements of The State Schools Improvement Strategy and includes improvement strategies from the 2021 Education Improvement Branch School Review Report. The plan provides an overview of the work Beechmont State School staff will undertake over the next four years. It will be supported by a range of other school planning documentation including the Annual Implementation Plan, Data Plan, Whole-school Curriculum Plan, Collegial Engagement Framework, Beechmont State School agreed Pedagogical Practices, Workforce Plan, Facilities Plan and School Budget.

The Beechmont Way

Beechmont is a small school in the beautiful Scenic Rim, just 15 minutes from Nerang on the Gold Coast. Being small puts us in the unique position to nurture the individual children in our care. Our staff know our students by name and are a dedicated team of hardworking, knowledgeable and committed educators. Teachers who love to learn, love to teach and this is what sets our staff apart. Our experienced and committed staff provide quality teaching and engaging learning activities that match children's interests and developmental needs as they progress through each year level. We have high expectations of all students and we work hard to support every one of them to achieve their best. Our results continue to place us in the company of some of Queensland's top performing School. Beechmont State School's location lends itself to offering children with a variety of extra-curricular activities which embraces the diversity that exists within our school community and allows us to nurture the whole child.

We believe that every student is capable of learning and it is important that they readily experience success. We ensure that students with particular gifts, talents, interests and needs are supported through our curriculum and extra-curricular programs. Students, families and staff find that Beechmont State School has a very positive school climate where community and parental involvement is a key feature. The Beechmont Way is unique and the subsequent four-year plan will allow Beechmont State School to continue to offer an innovative and successful education for all students.

Our Motto

"At all times consider others."

Our Vision

"Collaborating together to empower every student to achieve their personal best to make the world a better place."

Our School Expectations

Be Safe, Be Respectful and Be a Learner

IMPROVEMENT MEASURES (2022) <i>Based on Semester 1, 2021 data - will change annually</i>														
Level of achievement data - English, Mathematics and Science														
Learning Area	Current (Semester 1, 2021)							BSS Target 2022 (end of year)						
	P	1	2	3	4	5	6	P	1	2	3	4	5	6
English A-C	42%	84%	93%	84%	60%	90%	100%	80%	80%	85%	98%	89%	65%	95%
English A-B	34%	47%	60%	52%	10%	43%	55%	50%	39%	50%	65%	57%	15%	50%
Mathematics A-C	75%	89%	73%	84%	90%	90%	100%	80%	80%	94%	80%	89%	95%	95%
Mathematics A-B	50%	47%	40%	58%	40%	67%	37%	50%	55%	53%	45%	63%	45%	72%
Science A-C	64%	89%	100%	90%	82%	90%	95%	80%	80%	94%	100%	95%	87%	95%
Science A-B	18%	58%	63%	65%	27%	62%	58%	50%	23%	63%	68%	70%	32%	67%

IMPROVEMENT MEASURES
Success and Wellbeing for all
<p>Attendance</p> <ul style="list-style-type: none"> 93% students attending school Less than 10% of students are attending less than 85%
<p>Wellbeing</p> <ul style="list-style-type: none"> Above 95% overall rating in staff, parent and student School Opinion Survey Data Decrease in number of students scoring in the low range from the Queensland Engagement and Wellbeing Survey
<p>Transitions</p> <ul style="list-style-type: none"> 100% of Kindergarten Transition Statements obtained from eligible children Prep Academic, attendance and behaviour achievement/outcomes

Principal

P&C President

Lead Principal



Our Strategic Priorities are:

IMPROVEMENT STRATEGY ONE

Deepen staff knowledge of the Australian Curriculum and collaboratively refine the three levels of planning of the AC detailing a sequenced and coherent curriculum.



This is supported by QA mechanisms to ensure the intended curriculum is enacted and systematic moderation processes are established to support teacher understanding regarding school-wide curriculum delivery and LOA decisions.

1

IMPROVEMENT STRATEGY THREE

Implement a whole school approach to differentiation that meets the learning needs of all students, establishing documentation to reflect school wide processes of support, intervention and extension, enabling consistent understanding and application.

3

IMPROVEMENT STRATEGY FOUR

Design a collegial engagement framework addressing the areas of coaching, mentoring, observation and feedback to support the development of an expert teaching team.

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IMPROVEMENT STRATEGY TWO

Collaboratively develop and embed the high-yield pedagogical practices and processes to support student learning and engagement in reading and writing, ensuring consistency of pedagogy through a systematic approach.



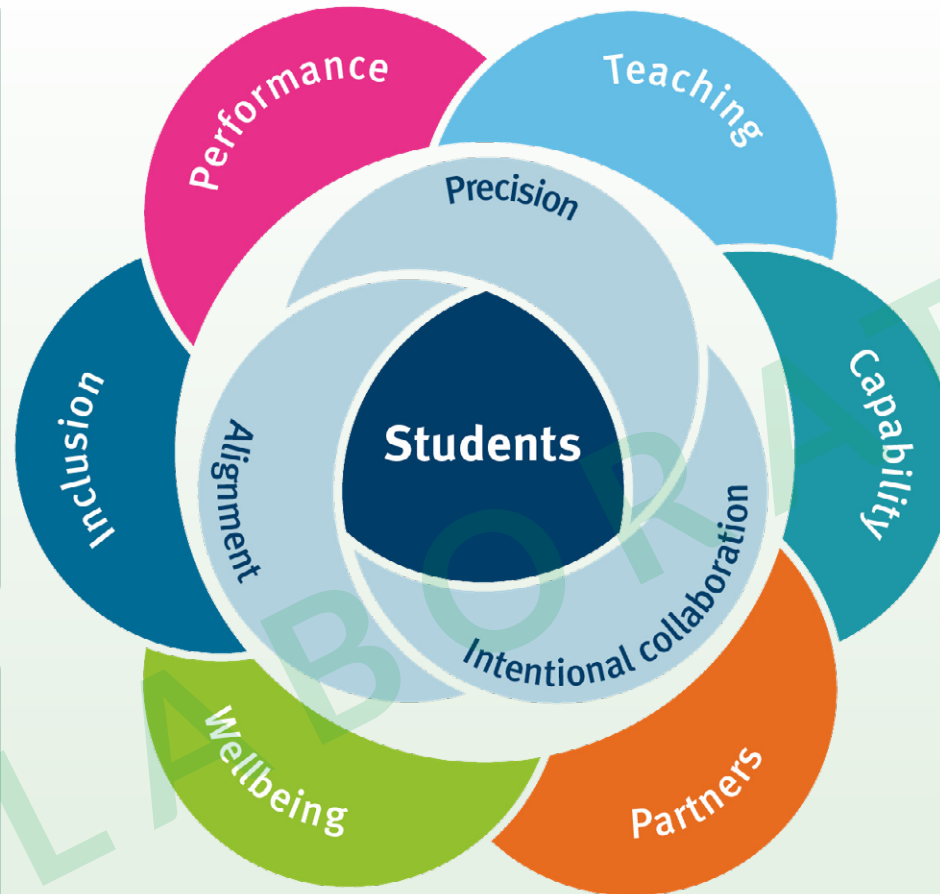
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IMPROVEMENT STRATEGY FIVE

Collaboratively develop and implement a whole school approach to student and staff wellbeing, mental health and engagement that is supported through **Positive Behaviour for Learning**, the **Student Learning and Wellbeing Framework** and the **Staff Wellbeing Framework**.



5





Improvement Strategy 1: Deepen staff knowledge of the Australian Curriculum and collaboratively refine the three levels of planning of the AC detailing a sequenced and coherent curriculum. This is supported by QA mechanisms to ensure the intended curriculum is enacted and systematic moderation processes are established to support teacher understanding regarding school-wide curriculum delivery and LOA decisions.

Describe the four-year success criteria:

- All teaching staff have been involved in the collaborative process of creating and implementing the Whole School Curriculum Plan, Year level/Band and unit plans across all learning areas and year levels based on the Australian Curriculum and aligned to the Curriculum, Assessment and Reporting Framework.
- All students are able to articulate their learning goals based on Learning Walls, Bump it up Walls and feedback.
- All teachers are actively participating in moderation processes (Before, After, After, End) across learning areas and are able to articulate Level of Achievement decisions across learning areas.

Actions to address improvement strategy (if we do this)	Responsible officer (who will lead the strategy)	Resources (Financial, human and physical)	Timelines/Outcomes (this will happen)
<p>Whole School Curriculum Plan</p> <ul style="list-style-type: none"> • Collaboratively refine and update the whole school curriculum plan. 	Principal Teachers	<p>Financial</p> <ul style="list-style-type: none"> • TRS for termly planning meetings • TRS for LLC teacher release • Additional teacher time to allow for extra NCT for teachers to meet with Principal for collaborative discussions (PLD – Professional Learning Dialogue) <p>Human</p> <ul style="list-style-type: none"> • Intervention team • Teaching Staff • Regional Support from Teaching and Learning Team <p>Physical</p> <ul style="list-style-type: none"> • Data Walls (based on Literacy Continuum – reading and writing) • Individual Student Assessment Portfolios 	<p>End of 2022</p> <ul style="list-style-type: none"> • Teachers participate in professional development to build collective knowledge of the Australian Curriculum. • Teachers to participate in termly planning time to unpack the GTMJ's. • Knowledgeable Others (KOs) to be identified from teaching staff. • Develop Student Folios to inform LOA and moderation stages. • LLC team will initiate learning and bump it up walls across marker classrooms. • Assessment Waterfall Model being used across all classrooms (Learning Intentions, Success Criteria, Descriptive feedback, Self and peer assessment and Individual goal setting). • Learning Walks to begin using Sharratt's 5 question model. • Moderation processes to occur at least 4 times per year using the BAAE model (English, Mathematics, Science). • Further refinement and improvement of Data Walls and Case Management to improve student achievement across Learning areas. <p>End of 2023</p> <ul style="list-style-type: none"> • Teachers deliver the Australian Curriculum (English) in a responsive, engaging and inclusive manner which includes the general capabilities and cross-curriculum capabilities. • Moderation processes refined (BAAE) and engage with cluster schools (All Learning areas). • LLC work will continue with further refinement of Learning Walls, Bump-it-Up Walls, Learning walks and talks, Assessment Waterfall and High Impact Teaching Strategies. <p>End of 2024</p> <ul style="list-style-type: none"> • Continue to Quality Assure that the outcomes from previous years are embedded and that Student Achievement Data is monitored for improvement. <p>End of 2025</p> <ul style="list-style-type: none"> • Refine and review practices across the year in preparation for future direction.
<p>Year Level Plan</p> <ul style="list-style-type: none"> • Collaboratively refine and update whole school year level plans across learning areas, ensuring a clear A/B cycle is established across all learning areas. 	Principal Teachers		
<p>Unit Plan</p> <ul style="list-style-type: none"> • Collaboratively plan and develop whole school unit plans and term overviews, informed by current research and the examination of data. 	Teachers		
<p>Agreed Evidence Based Practices</p> <ul style="list-style-type: none"> • Collaboratively agree on whole of school high impact practices based on research, which includes, Leading Learning Collaborative (LLC) work. 	LLC team initially and then all teachers		
<p>Moderation</p> <ul style="list-style-type: none"> • Establish systematic and documented moderation processes across learning areas using the BAAE model. • Establish student portfolios. 	Teachers		
<p>Collegial Engagement</p> <ul style="list-style-type: none"> • Schedule teacher release to enable teachers to have access to knowledgeable others. • Establish protocols around learning walks. 	Principal		
<p>Data Interrogation</p> <ul style="list-style-type: none"> • Continue with Case Management and Data Walls to identify and improve LOA data. 	Teachers		



Research Underpins our Practice: Leading, Learning Collaborative (LLC) – Lyn Sharratt, State Schools Improvement Strategy 2021-2025 (P-12 Curriculum, assessment and Reporting Framework), The Australian Curriculum (ACARA)



Improvement Strategy 2: Collaboratively develop and embed the high-yield pedagogical practices and processes to support student learning and engagement in **reading** and writing, ensuring consistency of pedagogy through a systematic approach.

Describe the four-year success criteria:

READING

- All staff are familiar with all aspects of the schools collaboratively developed reading framework, which is a coherent, sequenced plan for curriculum delivery that ensures a consistent approach to the teaching of reading at Beechmont State School.
- All staff members are able to articulate and implement highly effective, research-based age-appropriate reading specific pedagogies based on the Science of Reading research.
- Teachers will identify and address the reading needs of individual students, including high achieving students, to address specific learning needs through a tiered approach to intervention.
- Student reading data reflects a trajectory of improvement in line with the agreed upon targets.
- Reading data wall based on the Literacy Continuum and LOA English data will be developed.
- Students are able to articulate their reading learning goals.

Actions to address improvement strategy (if we do this)	Responsible officer (who will lead the strategy)	Resources (Financial, human and physical)	Timelines/Outcomes (this will happen)
<p>Reading Framework</p> <ul style="list-style-type: none"> • Develop collaboratively the Beechmont State School Reading Framework based on current research (Science of Reading, LLC 14 Parameters). 	All Staff	<p>Financial</p> <ul style="list-style-type: none"> • TRS for InitiaLit PD • TRS for MiniLit Sage PD • Additional teacher time to allow for extra NCT for teachers to prepare for InitiaLit • MultiLit resources 	<p>End of 2022 (first we will see...)</p> <ul style="list-style-type: none"> • All staff engaged in Professional Development in InitiaLit at the end of 2021. • STLaN and Principal to engage in MiniLit Sage Professional Development at the end of 2021. • The Beechmont State School Reading Framework (P-6) will be written based on current research.
<p>Reading Practices Review</p> <ul style="list-style-type: none"> • Collaboratively review current school practices in light of data and current research. 	Teachers		<ul style="list-style-type: none"> • Beechmont State School Agreed Practices (Reading) will be collaboratively written and enacted (Prep - Year 2).
<p>Beechmont State School Agreed Pedagogical Practices</p> <ul style="list-style-type: none"> • Collaboratively agree to whole school desired reading pedagogical practices based on research evidence. 	Teachers	<p>Human</p> <ul style="list-style-type: none"> • Intervention team • Teaching Staff 	<ul style="list-style-type: none"> • The Prep - Year 2 Literacy block will be based around the Science of Reading model of instruction.
<p>Literacy Blocks</p> <ul style="list-style-type: none"> • Refine and strengthen literacy blocks in every classroom via professional development, collaboration and collegial engagement. 	Teachers	<p>Physical</p> <ul style="list-style-type: none"> • Data Walls (based on literacy continuum - reading) 	<ul style="list-style-type: none"> • Case management will continue to be refined using the data wall based on the Literacy Continuum to identify the individual needs of children in a collaborative way. • Learning walks will begin with Sharratt's 5 questions being used with students. • Year 3 - Year 6 will begin to incorporate a Science of Reading approach into the teaching of reading in the Upper years, using consistent language and resources.
<p>Case Management Approach and Data Walls</p> <ul style="list-style-type: none"> • Jointly construct a Data Wall based on the Reading Comprehension and Phonics aspects of the Literacy Continuum and use this data to inform Case Management meeting, Intervention and Prevention. 	Teachers		<p>End of 2023</p> <ul style="list-style-type: none"> • A tiered approach to reading intervention will be in place using a differentiated approach to support (prevention, intervention and extension). • InitialLit will be used as the basis for the teaching of reading P-2. • The Beechmont Reading Framework will be enacted across all year levels. • Learning Walks will include a feedback cycle to teachers based on an appreciative enquiry model.
<p>Learning Walks and Feedback</p> <ul style="list-style-type: none"> • Establish formalised learning walks to observe high yield reading practices across classes and provide timely feedback based on an appreciative enquiry approach, which includes watching others work and peer feedback. 	Students and all staff		<ul style="list-style-type: none"> • Learning Walls based on learning to read established in all classrooms. <p>End of 2024</p> <ul style="list-style-type: none"> • Continue as per previous years and: <ul style="list-style-type: none"> o Continue to review and refine the Beechmont Reading Framework based on data and current research. <p>End of 2025</p> <ul style="list-style-type: none"> • Continue as per previous years and: <ul style="list-style-type: none"> o Continue to review and refine the Beechmont Reading Framework based on data and current research.



Improvement Strategy 2: Collaboratively develop and embed the high-yield pedagogical practices and processes to support student learning and engagement in reading and **writing**, ensuring consistency of pedagogy through a systematic approach.

Describe the four-year success criteria:

WRITING

- All staff are familiar with all aspects of the schools collaboratively developed writing framework, which is a coherent, sequenced plan for curriculum delivery that ensures a consistent approach to the teaching of writing at Beechmont State School.
- All staff members are able to articulate and implement highly effective, research-based age appropriate writing specific pedagogies.
- Teachers will identify and address the writing needs of individual students, including high achieving students, to address specific learning needs through a tiered approach to intervention).
- Student writing data reflect a trajectory of improvement in line with the agreed upon targets.
- A Writing Data Wall based on the Literacy Continuum and LOA English data will be developed.
- Students are able to articulate their writing learning goals.

Actions to address improvement strategy (if we do this)	Responsible officer (who will lead the strategy)	Resources (Financial, human and physical)	Timelines/Outcomes (this will happen)
<p>Writing Framework</p> <ul style="list-style-type: none"> • Develop collaboratively the Beechmont State School Writing Framework based on current research. 	All Staff	<p>Financial</p> <ul style="list-style-type: none"> • TRS for PD around writing instruction 	<p>End of 2022 (first we will see...)</p> <ul style="list-style-type: none"> • Begin looking at models/research of writing instruction. • Begin looking at data associated with writing.
<p>Writing Practices Review</p> <ul style="list-style-type: none"> • Collaboratively review current school practices in light of data and current research. 	Teachers	<p>Human</p> <ul style="list-style-type: none"> • Intervention team • Teaching Staff 	<p>End of 2023</p> <ul style="list-style-type: none"> • All staff engaged in Professional Development in writing instruction by the end of 2023.
<p>Beechmont State School Agreed Pedagogical Practices</p> <ul style="list-style-type: none"> • Collaboratively agree to whole school desired writing practices based on research evidence. 	Teachers	<p>Physical</p> <ul style="list-style-type: none"> • Data Walls (based on Literacy Continuum – writing) 	<p>End of 2024</p> <ul style="list-style-type: none"> • As a staff collaboratively develop Beechmont State School agreed practices in the teaching of writing.
<p>Literacy Blocks</p> <ul style="list-style-type: none"> • Refine and strengthen literacy blocks in every classroom via professional development, collaboration and collegial engagement. 	Teachers		<ul style="list-style-type: none"> • The Beechmont State School Writing Framework (P-6) will be written based on current research. • Beechmont State School Agreed Practices (Writing) will be enacted across selected year levels.
<p>Case Management Approach and Data Walls</p> <ul style="list-style-type: none"> • Jointly construct a Data wall based on the Writing aspects of the Literacy Continuum and use this data to inform Case Management meeting, Intervention and Prevention. 	Teachers		<ul style="list-style-type: none"> • Case Management will continue to be refined using the data wall based on the Literacy Continuum to identify the individual needs of children in a collaborative way. • Learning walks will continue with Sharratt’s 5 questions being used based on the teaching of writing.
<p>Learning Walks and Feedback</p> <ul style="list-style-type: none"> • Establish formalised learning walks to observe high yield writing practices across classes and provide timely feedback based on an appreciative enquiry approach, which includes watching others work and peer feedback. 	Students and all staff		<p>End of 2025</p> <ul style="list-style-type: none"> • Review Writing Data to inform future priorities.

Research Underpins our Practice: The Writing Revolution, One Sentence at a Time Edstudio



Improvement Strategy 3: Implement a whole school approach to differentiation that meets the learning needs of all students, establishing documentation to reflect school wide processes of support, intervention and extension, enabling consistent understanding and application.

Describe the four-year success criteria:

- With support from regional staff, an inclusive culture and mindset will be targeted and developed through strategic professional development.
- A school-based Inclusion Framework that removes barriers and promotes inclusive practices to ensure all students are receiving a high quality education will be established collaboratively.
- All staff will use consistent meta-language across the school which is aligned to an effective model for inclusive practices.
- A whole school approach to differentiation that meets the needs of all students will be established collaboratively.
- Opportunities will be provided for high achieving students within classroom and extension learning programs.
- Documentation will be established to reflect school wide processes of a tiered approach to support, intervention and extension.

Actions to address improvement strategy (if we do this)	Responsible officer (who will lead the strategy)	Resources (Financial, human and physical)	Timelines/Outcomes (this will happen)
<p>Signpost for School Improvement</p> <ul style="list-style-type: none"> • Become familiar with the signposts for school improvement – Inclusive Education and complete the “Every student with disability succeeding- identifying next steps”. 	Principal and STLAN initially and then all staff.	<p>Financial</p> <ul style="list-style-type: none"> • TRS for MiniLit Sage intervention PD • Additional teacher time to allow for extra NCT for teachers to meet with Principal for collaborative discussions (PLD – Professional Learning Dialogue) 	<p>End of 2022 (first we will see...)</p> <ul style="list-style-type: none"> • The Identifying next steps – Inclusive education will have been engaged with and a plan developed from this document in regard to Inclusive Education. • ALL Staff will have engaged in Professional Development around disability and inclusion from a legal, ethical and educational perspective. • Student referral processes will be reviewed and refined for students with significant learning needs. • Short-term intervention and extension learning programs will be established based on research and best practice where needed. • Case management meetings will continue to occur and be refined to support all students as per data based on our student data walls. • Tailored transition processes in place for children with complex needs who will be beginning school.
<p>Inclusive Culture and Mindset</p> <ul style="list-style-type: none"> • Engage with regional staff to support staff capability in providing an inclusive culture, mindset and environment at Beechmont State School. 	Principal and STLAN initially and then all staff.	<p>Human</p> <ul style="list-style-type: none"> • Intervention team (STLAN, T/ aides, AVTs, SLP, Principal and GO • Teaching Staff • Regional Support from Principal Education Advisor – Inclusion 	<p>End of 2023</p> <ul style="list-style-type: none"> • Documentation established to reflect a tiered approach to support, intervention and extension. • A clear process for differentiation will be included within the planning cycle of the teaching/learning cycle. • Continued strategic Professional Development on Inclusion and Disability in Education • A focus on high achieving students including within classroom and extension programs established.
<p>Data Interrogation and Data Literacy</p> <ul style="list-style-type: none"> • Continue to track student progression to inform differentiation through a whole school data plan and regular data conversations and planning sessions. 	Teaching staff	<p>Physical</p> <ul style="list-style-type: none"> • Data Walls and Case Management resources 	<p>End of 2024</p> <ul style="list-style-type: none"> • A common language around inclusion and differentiation will be evident across Beechmont State School. • Clear tiered approach to intervention embedded and student achievement is responsive to these interventions.
<p>Student Support and Referral</p> <ul style="list-style-type: none"> • Continue to refine processes to support the referral, identification and support of students in a timely and collaborative manner. 	Teaching staff		<p>End of 2025</p> <ul style="list-style-type: none"> • As per 2024 with LOA data of Students with Disabilities not disproportionate to all students.
<p>Staff Capability - Differentiation</p> <ul style="list-style-type: none"> • Continue to build Staff capability to provide curriculum and learning environments in response to diverse needs of students. 	Teaching and non-teaching staff		
<p>Barna Jarjum Framework</p> <ul style="list-style-type: none"> • Nominate an Indigenous Champion to lead the development of the Barna Jarjum Framework. 	Indigenous Champion and ALL staff		
<p>Tiered Approach to Intervention</p> <ul style="list-style-type: none"> • Establish and document a tiered approach to intervention based on research including highly-capable students. 	Principal and STLAN		
<p>RTI Model of Intervention</p> <ul style="list-style-type: none"> • Using an RTI model of Intervention, ensure Tier 2 and Tier 3 interventions are research based and staff delivering these programs/approaches are appropriate and have received professional development. 	Principal		

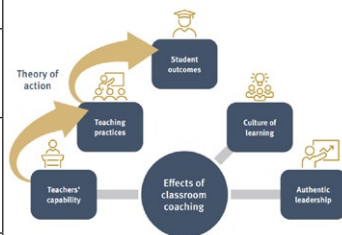


Improvement Strategy 4: Design a Collegial Engagement Framework addressing the areas of coaching, mentoring, observation and feedback to support the development of an expert teaching team.

Describe the four-year success criteria:

- The Beechmont State School Collegial Engagement Framework will be developed, enacted and embedded across the school with all staff.
- A common understanding and language of classroom coaching, mentoring, watching others work observation and feedback will be developed and understood by all staff.
- The place of Quality Teaching Rounds will be investigated as part of the Beechmont State School Collegial Framework.
- Collegial engagement will be seen in a positive way, with all staff participating in the process.
- Sharratt's 5 questions will be used by all teachers across classes through classroom walk-throughs, learning walks and talks to ensure consistent pedagogy and improvement in teacher practice.
- Explore and engage with opportunities external to the school that support mentoring and coaching arrangements for the principal and aspirant leaders.
- Establish links with mentors and colleagues outside the school to share ideas and develop improved practices for teachers.
- Strengthen the induction of all beginning and early career teachers, including teachers new to Beechmont State School

Actions to address improvement strategy (if we do this)	Responsible officer (who will lead the strategy)	Resources (Financial, human and physical)	Timelines/Outcomes (this will happen)
<p>Collegial Engagement Framework</p> <ul style="list-style-type: none"> • The Beechmont State School Collegial Engagement Framework will be developed collaboratively with all staff and consideration of QTU/DETE joint statement. 	Principal All Staff	<p>Financial</p> <ul style="list-style-type: none"> • QELI Growth Coaching courses • TRS for Growth Coaching 	<p>End of 2022 (first we will see...)</p> <ul style="list-style-type: none"> • Key staff completed Quality Teaching Rounds training as per University of Qld/ University of Newcastle trial.
<p>Quality Teaching Rounds</p> <ul style="list-style-type: none"> • Key staff will participate in Quality Teaching Rounds Professional Development (end of 2021) and will collaboratively make a decision on it's inclusion at Beechmont State School as a coaching strategy. 	Principal Key staff	<p>Human</p> <ul style="list-style-type: none"> • Mentors from other schools and regional office • Teaching and non-teaching staff 	<ul style="list-style-type: none"> • Plan and enact Annual Performance Development Plans (APDP) aligned to the school's priorities and professional standards for teachers and leaders. • The Beechmont State School Collegial Engagement Framework will be in development. • Learning walks will occur in line with Leading Learning Collaborative (LLC) timelines. • Key staff will be trained in Growth Coaching in readiness for a collaborative approach to classroom coaching .
<p>Learning Walks - Feedback</p> <ul style="list-style-type: none"> • Establish formalised learning walks to observe high yield practices across classes and provide timely feedback based on an appreciative enquiry approach, which includes watching others work and peer feedback. 	Principal and Experienced Senior Teachers	<p>Physical</p> <ul style="list-style-type: none"> • CoLAB space 	<ul style="list-style-type: none"> • Principal to engage with an instructional coach to assist with personal growth. • Induction program developed and enacted with relevant staff.
<p>Classroom Coaching Professional Development</p> <ul style="list-style-type: none"> • Key staff to be trained in Growth coaching to support the development of the Beechmont State School Collegial Framework. 	Teachers initially and support staff where appropriate		<p>End of 2023</p> <ul style="list-style-type: none"> • Continue with Sharratt 5 questions in all classrooms ensuring the feedback cycle is enacted. • Classroom Coaching will begin with early adopters of the Classroom Coaching Cycle. • Continue to align APDP processes to the school's priorities to ensure improved student achievement.
<p>Induction Process</p> <ul style="list-style-type: none"> • Develop an induction process for new and beginning teachers to Beechmont State School. 	Principal Business Manager		<p>End of 2024</p> <ul style="list-style-type: none"> • Classroom coaching in all classrooms using an agreed process developed collaboratively. • Continue to align APDP processes to the school's priorities to ensure improved student achievement.
<p>Classroom Coaching</p> <ul style="list-style-type: none"> • Align the classroom coaching focus to the school's explicit improvement priorities, so it's helping to develop school-wide classroom practices. 	Teachers		
<p>Principal Mentoring and Coaching</p> <ul style="list-style-type: none"> • Principal to engage in individual mentoring and coaching. 	Principal		<p>End of 2025</p> <ul style="list-style-type: none"> • Continue to build upon and embed the elements of the Collegial Engagement Framework that supports the capability development of all staff members and aligns to the school's Explicit Improvement Agenda.






Research Underpins our Practice: Education Improvement Research Centre Spotlight paper June 2021 – Classroom coaching that makes a difference, Growth Coaching International



Improvement Strategy 5: Collaboratively develop and implement a whole school approach to student and staff wellbeing, mental health and engagement that is supported through **Positive Behaviour for Learning**, the **Student Learning and Wellbeing Framework** and the **Staff Wellbeing Framework**.

Describe the four-year success criteria:

- PBL across all tiers will be implemented with fidelity as per the PBL School Action Plan.
- SET data will show a significant improvement in current staff understanding of positive behaviour processes at Beechmont State School.
- All staff will use a consistent approach to behaviour management and this will be communicated effectively to the whole school community through an updated Student Code of Conduct.
- Student attendance will be at 93% and less than 10% of students will have less than 85% attendance across the school year.
- The Student Learning and Wellbeing Framework will be embedded across the school with a decrease in students identifying in the low area on the Student and Engagement Wellbeing Survey.
- Staff wellbeing will be a priority with clear strategies in place, clearly articulated in the Staff Wellbeing Framework.
- Nature Play will become a pedagogical approach at Beechmont State School to improve student learning and wellbeing, whilst reducing Beechmont State School's environmental footprint.

Actions to address improvement strategy (if we do this)	Responsible officer (who will lead the strategy)	Resources (Financial, human and physical)	Timelines/Outcomes (this will happen)
<p>Positive Behaviour for Learning (PBL)</p> <ul style="list-style-type: none"> • Implementation of Positive Behaviour for Learning with fidelity as per action plan, with regional support from our PBL regional coaches. 	PBL team	<p>Financial</p> <ul style="list-style-type: none"> • TRS for PBL training and coaches day • PBL signage • PBL prizes and certificates • Well being incentives 	<p>End of 2022 (first we will see...)</p> <ul style="list-style-type: none"> • First year of implementation of the Positive Behaviour for Learning at Beechmont State School (as per PBL Action Plan). • Begin the development of the Beechmont Student Learning and Wellbeing Framework with the support of Lead Principal and cluster schools. • Begin initial collaborative conversations around Staff Wellbeing. • Develop an Beechmont State School Attendance Policy. • Nature Play consultant engaged with to inform this pedagogical approach. • In Collaboration with the Beechmont State School P&C, source funding opportunities to assist with playground regeneration.
<p>Student Learning and Wellbeing Framework</p> <ul style="list-style-type: none"> • Collaboratively develop the Beechmont State School Student Learning and Wellbeing Framework with cluster schools and Lead Principal support ensuring that PBL is embedded within the Framework. 	PBL team	<p>Human</p> <ul style="list-style-type: none"> • PBL team including Wellbeing champion • Regional Staff - PBL and Wellbeing 	<p>End of 2023</p> <ul style="list-style-type: none"> • Second year of implementation of the Positive Behaviour of Learning at Beechmont State School (As per PBL Action Plan). • Implement the strategies identified in the Student Learning and Wellbeing Framework. • Implement the strategies identified and developed in the Beechmont State School Attendance Policy. • Nature Play is beginning to inform parts of our pedagogical approach at Beechmont State School.
<p>Attendance Policy</p> <ul style="list-style-type: none"> • Collaboratively develop a Beechmont State School Attendance Policy and ensure it is enacted - Every day counts. 	PBL team	<p>Physical</p> <ul style="list-style-type: none"> • CoLAB space • Tuckshop for prize distribution 	<p>End of 2024</p> <ul style="list-style-type: none"> • Third year of implementation of the Positive Behaviour of Learning at Beechmont State School (As per PBL Action Plan). • The Beechmont State School Attendance Policy will be embedded and reviewed as required. • Wellbeing of students and Staff will remain a priority on school priorities moving forward.
<p>Staff Wellbeing Framework</p> <ul style="list-style-type: none"> • Collaboratively develop a Beechmont State School Staff Wellbeing Framework with all staff, ensuring it is regularly updated and monitored for effectiveness. 	All staff	  	<p>End of 2025</p> <ul style="list-style-type: none"> • PBL is embedded at Beechmont State School with a review process in place to ensure ongoing fidelity.
<p>Nature Play</p> <ul style="list-style-type: none"> • Nature Play to become a pedagogical approach at Beechmont State School. 	All staff		

