

Annual Improvement Plan 2024

Equity and Excellence

Working together, we can realise the potential of every student to achieve one year of learning growth each year.

OUR FOCUS



Educational Achievement



Wellbeing and Engagement



Culture and Inclusion

Our School Priority

1 PRIORITY ONE

Collaboratively develop and embed High Impact Teaching Strategies (HITS) and processes to continue to support student learning and engagement in **English and Mathematics (AC V9)** ensuring consistency of pedagogy through a systematic approach.



Educational Achievement

Our Actions

- Collaboratively plan and implement English and Mathematics (AC V9) through comprehensive curriculum planning opportunities at meaningful junctures across the school year. (Before, After, After, End moderation processes)
- Collaboratively work together to review and improve the whole school curriculum provision plan, year and band level plans and unit plans across all learning areas ensuring reference and fidelity is given to the P-12 CARF.
- Support parents to understand what their child is learning through termly overviews, parent information sessions and ongoing communication in other communication forums.
- Continue to build assessment literate learners through a consistent use of the "assessment waterfall" – targeted peer and teacher feedback, student learning goals, learning intentions and success criteria, peer and self-assessment and the use of learning walls.
- An evidence-based whole school approach to reading will be extended and published to encompass all year levels utilising "Reading through the Australian Curriculum – Implementation Guide and Signposts" as the basis for the model.
- Case management (wrap around) of all students who are under achieving in reading with 3/term meetings with appropriate staff.
- Principal and teachers will meet regularly to analyse student data (as per Beechmont State School 2024 Data Plan) to establish starting points and next steps for teaching, (staff meetings, PLCs, 1:1 data chats).
- Learning Walks using Sharratt's 5 question model will occur on a weekly basis with 3 termly check ins with teachers and principal.
- Collegial opportunities for all teaching staff to knowledge share and demonstrate best practice utilising High Impact Teaching Strategies.

Targets

Learning Area	P	1	2	3	4	5	6
English A-C	80%	90% (89%)	90% (86%)	100% (100%)	100% (94%)	100% (100%)	100% (100%)
English A-B	50%	75% (71%)	70% (68%)	55% (53%)	65% (63%)	60% (50%)	45% (36%)
Maths A-C	80%	95% (93%)	100% (95%)	100% (100%)	95% (94%)	100% (100%)	95% (94%)
Maths A-B	50%	87% (85%)	60% (59%)	85% (84%)	60% (56%)	60% (50%)	70% (67%)

Our Priority Support Measures

School Opinion Survey

- Students**
- 100% - I understand how I am assessed at my school
 - 90% - I am interested in my school work
- Parents/Carers**
- 100% - I understand how my child is being assessed at this school



Our School Priority

2 PRIORITY TWO

Continue to collaboratively refine and embed a whole school approach to student and staff wellbeing and engagement, creating a sense of belonging and a positive environment for learning, teaching and working.



Wellbeing and Engagement

Our Actions

- Continued implementation with fidelity of Positive Behaviour for Learning (PBL) utilising departmental PBL and Classroom Management Hub support and resources.
- Continue to refine the implantation of Tier 2 and Tier 3 structures of PBL to promote greater levels of student engagement.
- 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.
- Maximise learning days for all students through a collaborative approach to attendance at Beechmont State School by developing a school wide attendance plan.

Attendance

- Attendance rate for the 2024 year to be above 92%
- Reduce number of students attending less than 85% of the time to 25%

PBL targets

- Tier 1 – 95%
- Tier 2 – 5%
- Tier 3 – 0%



Our Priority Support Measures

School Opinion Survey

- Students**
- 90% - Interested in school work
 - 100% - My teachers are interested in my well being
 - 90% - Student behaviour is well managed at my school
- Staff**
- 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
- Parents/Carers**
- 100% - Student behaviour is well managed at this school

Culture and Inclusion

Our Actions

- Collaboratively develop a school-based Inclusion approach/framework that removes barriers and promotes inclusive practices to ensure all students are achieving at least one year of learning growth each year.
- Continue to build staff capability to effectively differentiate learning experiences to meet the diverse needs of students through a whole-school approach to differentiation that meets the learning needs of all students.
- Establish parent/community forums/meetings to include a parent/community voice in Beechmont State School's approach to teaching and learning and student achievement.

Our School Priority

3 PRIORITY THREE

Continue to 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.

English Achievement Data

- 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

Our Priority Support Measures

School Opinion Survey

- Students**
- 100% - I like being at my school
 - 100% - I feel accepted by others at my school
- Parents/Carers**
- 100% - This school takes parents' opinions seriously
 - 100% - This school asks for my input
 - 100% - This school keeps me well informed



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.
 - o Small group Tier 2/3 Reading intervention support programs (teacher and teacher-aide) - \$28 048
 - o Teacher planning days (before moderation phase) - \$12 000 (24 TRS days)

Beechmont State School acknowledges 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.



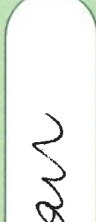
Queensland Government



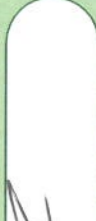
Danielle Radley



Samantha Donovan



Anthony Christian



P & C President