

Bartle Frere State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Enhance processes for collaboration and provide opportunities to build staff capability.</p>	Monitoring				<p>Long term measurable/desired outcomes:</p>	<p>AIP measurable/desired outcomes:</p>
<p>Strategy/ies: (what is your intent?)</p> <ol style="list-style-type: none"> 1) Determine opportunities for staff members to participate in observation and feedback based on school priorities and staff APDP. 2) Maintain and build on the focus of Reading and Writing, and align literacy practices with Aust Curriculum Vers 9. 3) Through cluster moderation and RO targeted support, monitor the progression of Australian Curriculum V9 and the P-12 CARF to adjust and adapt curriculum and planning that meets the needs of students. 	Term 1	Term 2	Term 3	Term 4	<p>Strategic Plan</p> <ul style="list-style-type: none"> • Determine and quality assure agreed pedagogical practices to drive student outcome • Enhance processes for collaboratively developed opportunities for WOW, modelling, coaching, observation and feedback. • Monitor the progression to the AC Version 9 to adjust and adapt connected curriculum units that best meet the needs of every student • Formalise and document APDP's for all staff members, linked to the EIA and individualised to staff and school needs • Explore opportunities for staff members to participate in observation and feedback on agreed signature pedagogical practices across cluster schools <p>Education Strategy – Equity and Excellence</p> <ul style="list-style-type: none"> • Know each student and what works best for them • Every student achieves at least one year of learning growth each year 	<p>Staff</p> <ul style="list-style-type: none"> • 100% of staff engage in APDP process • All staff provided with opportunities for observation on feedback with an agreed focus • SOS - 100% staff agreement that 'This school encourages coaching and mentoring activities.' • All staff provided opportunities to participate in the moderation process within the Russell River Cluster • Develop 2024 data plan with a clear schedule of timelines, targets and responsibilities • A-E Data triangulation with NAPLAN (SORD) SPARKLE, PAT-R, PAT-M (School wide data sweep) <p>Students</p> <ul style="list-style-type: none"> • 100% of students achieving C and above in English • 80% of students achieving A or B in English • 100% of students <i>achieve at least one year of learning growth each year</i> when mapped against the Literacy Continuum • Diagnostic tools, PAT testing, NAPLAN, Sparkle Readers, shows students achieving at or above NMS and school benchmarks. • Students can articulate their termly Reading and Writing goals <p>Parents</p> <ul style="list-style-type: none"> • 100% of parents satisfied that their 'child's English skills are being developed' • 100% of parents satisfied 'My child's learning needs are being met at this school.'
	<p>Actions: (how are you going to do it?)</p> <ol style="list-style-type: none"> 1) <ul style="list-style-type: none"> • All staff engage in the APDP process to support leadership team in providing professional development and opportunities for observation and feedback. • Utilise the AITSL self-assessment tool and classroom practice continuum to determine areas for development. • Upskill staff knowledge and understanding of observation and feedback models. • Consult with individual staff on agreed feedback that includes the focus, frequency and type. 2) <ul style="list-style-type: none"> • Budget for and maintain human resources to best support outcomes in reading and writing. • Scan and assess current resources within the literacy block and ensure alignment with AC Vers 9 • Ensure consistency and frequency in the delivery of literacy program • Staff to engage with professional learning through the Curriculum Gateway – Reading Modules • Ensure diagnostic tools align with contemporary measures and provide data that assists in identifying areas of improvement. • Upskill staff in the mapping of students against the literacy continuum including areas of reading, writing, phonics and phonemic awareness. • Reading and Writing goals are actively targeted within the literacy block • Sustain daily literacy block that encompasses all element of the curriculum 3) <ul style="list-style-type: none"> • Allocate designated time for teaching staff from across the cluster to work collaboratively and engage in the moderation cycle • Familiarise and plan for the delivery of AC V9 English and Math in anticipation for 2025. • Maintain and seek opportunities to enhance the Russell River cluster moderation process. • Ensure effective data analysis to inform 3 levels of planning. • Ensure alignment of LOA data and use this to inform next steps for student improvement 					<p>Responsible officer(s):</p> <p>Brent May Kara Dew Lynn Zappala Ange Di Maggio Selina Taylor</p>

<p>School priority 2: Collaboratively develop and implement teaching strategies and pedagogy that drive optimal outcomes.</p>	Monitoring				<p>Long term measurable/desired outcomes:</p> <p><u>School Strategic Plan</u></p> <ul style="list-style-type: none"> Determine and quality assure agreed pedagogical practices to drive student outcomes. <p><u>Equity and Excellence</u></p> <ul style="list-style-type: none"> Build professional expertise through high quality, targeted development opportunities. Set clear expectations for every student and support them to achieve. 	<p>AIP measurable/desired outcomes:</p> <p>Staff</p> <ul style="list-style-type: none"> Staff are using consistent language and pedagogical practices across their learning areas. 100% of staff able to articulate effective pedagogies Strategies used to support teaching and learning Teaching staff reflect and align pedagogies within 3 levels of planning. Termly staff meetings encourage staff to present/share pedagogical approach and effectiveness. <p>Students</p> <ul style="list-style-type: none"> 100% of students are able to articulate their reading and writing goals 100% of students able to identify their next steps 100% of students respond in agreement 'My teachers provide me with useful feedback' 'I understand how I am assessed at school'
<p>Strategy/ies:</p> <p>1) Develop an Expert Teaching Team focussed on implementing a range of high yield strategies which are targeted, evidence based and supported by research.</p> <p>2) Embed further consistent approaches and refine the use of learning walls that assist staff and students to understand their next steps.</p>						
<p>Actions:</p> <p>1)</p> <ul style="list-style-type: none"> Develop a shared understanding and language about pedagogy. Professional development on the use of the High Impact Teaching strategies and Hattie's effect size. Use assessment and reporting data to inform the review of pedagogy and consider effective pedagogy that supports the needs of students. Embed signature pedagogies into 3 levels of planning including. Utilise staff meetings to reflect on effective pedagogical practices. <p>2)</p> <ul style="list-style-type: none"> Develop student centred learning walls that assist students to better understand what will be taught and how achievement will be measured. Make connections between units of work and personalised student reading and writing goals. Forefront the assessable elements of the Achievement Standard to support goal setting and teaching/learning sequence Use the AS to develop know & do tables, success criteria, identify reading & writing demands and provide relevance to student learning goals. 						
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal Brent May P&C/School Council Sarah McKenzie School Supervisor Steven Vincent</p>						