BEERBURRUM STATE SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

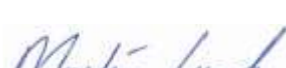Educational achievement   Wellbeing and engagement   Culture and inclusion

2023 School Review Recommendations:
1. Build teacher understanding and capability in the planning and enactment of AC English through systematic opportunities for collaborative planning and implementation of the first phase of moderation.
2. Develop a quality assured whole-school plan for the cyclic implementation of curriculum units, with mapping of assessed elements of the achievement standards in year level plans across all learning areas.
3. Develop and embed systematic whole-school processes and strategies to maximise student engagement and behaviour including a review of whole-school code of conduct and the current behaviour matrix.
4. Collaboratively develop an agreed whole-school pedagogical approach that enables teachers to draw on a range of high impact practices and strategies in alignment with curriculum and student needs.
5. Develop a professional learning plan informed by APDP's that aligns with the EIA and supports the building of staff expertise and the instructional leadership capability of the principal and teachers.

Planning and Enacting the Intended Curriculum	Baseline (2023)	6 Month progress	12 Month progress
Improving the achievement of all students through the enactment of the Australian Curriculum in English with fidelity. Every student engaged in high quality teaching and learning.	*English Achievement* P-2 – 91.7% A-C; 58.3% A-B 3-6 – 84.8% A-C; 18.5% A-B *Mathematics Achievement* P-2 – 96% A-C; 27.3% A-B 3-6 – 90.9% A-C; 39.4% A-B	*English Achievement* P-2 - 92% A-C; 59% A-B 3-6 - 88% A-C; 40% A-B *Mathematics Achievement* P-2 - 96% A-C; 40% A-B 3-6 - 91% A-C; 45% A-B	*English Achievement* P-2 - 92% A-C; 60% A-B 3-6 - 92% A-C; 50% A-B *Mathematics Achievement* P-2 - 96% A-C; 75% A-B 3-6 - 92% A-C; 50% A-B

Driving successful transitions and meaningful pathways	Baseline (2023)	6 Month progress	12 Month progress
Engagement Wellbeing	*2023 Prep SDAs #0* *2023 SDAs #13 (7.5% / 4 st's)* *2023 Attendance P - 6 85.7%* *2023 Attendance P- 6 >85% 53.1%* *SOS 2023 Staff Morale 83.3%*	*2024 Prep SDAs #0* *2023 SDAs #5* *2024 Attendance P - 6 86%* *2024 Attendance P- 6 >85% 75%* *SOS 2024 Staff Morale 91%*	*2024 Prep SDAs #0* *2023 SDAs #2* *2024 Attendance P - 6 90%* *2024 Attendance P- 6 >85% 90%* *SOS 2024 Staff Morale 95%*

Driving Equity of Performance for all Sub-groups	Baseline (2023)	6 Month progress	12 Month progress
No group outperforming another	*English Achievement* ATSI P-2 – 100% A-C; 0.0% A-B ATSI 3-6 – 71.4% A-C; 0.0% A-B SWD P-2 – 50.0% A-C; 0.0% A-B SWD 3-6 – 77.8% A-C; 11.1% A-B *Mathematics Achievement* ATSI P-2 – 50.0% A-C; 50.0% A-B ATSI 3-6 – 85.7% A-C; 28.6% A-B SWD P-2 – 50.0% A-C; 50.0% A-B SWD 3-6 – 88.9% A-C; 22.2% A-B *2023 SOS Crossing Cultures PD 100%*	*English Achievement* ATSI P-2 - 100% A-C; 25% A-B ATSI 3-6 - 80% A-C; 25% A-B SWD P-2 - 50% A-C; 25% A-B SWD 3-6 - 75% A-C; 25% A-B *Mathematics Achievement* ATSI P-2-100% A-C; 25% A-B ATSI 3-6 - 85% A-C; 25% A-B SWD P-2 - 70% A-C; 25% A-B SWD 3-6 - 80% A-C; 25% A-B	*English Achievement* ATSI P-2 - 80% A-C; 40% A-B ATSI 3-6 - 80% A-C; 35% A-B SWD P-2 - 50% A-C; 25% A-B SWD 3-6 - 80% A-C; 35% A-B *Mathematics Achievement* ATSI P-2-100% A-C; 35% A-B ATSI 3-6 - 85% A-C; 35% A-B SWD P-2 - 80% A-C; 35% A-B SWD 3-6 - 80% A-C; 35% A-B *2024 SOS Crossing Cultures Implementation 100%*

School priority 1:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Inprove the achievement of all students through the enactment of the Australian Curriculum with fidelity	Green –on track, Yellow – underway, Pink – yet to commence. Shade cell at the end of each term after reflection based on progress.				*Alignment and enactment of the AC in line with achievement standards* *CARF alignment* *Student learning and assessment is rigorously moderated and in-line with other Qld schools* *Learning walls are intentional part of planning* *Student understanding and use of learning walls*	*Improvement in English achievement A-C in Prep to year 2 from 91% to 92% with 60% achieving A-B* *Improvement in English achievement A-C in years 3 to 6 from 85% to 92% with 50% achieving A-B (increase from 18%)* *Retainment in Mathematics achievement A-C in Prep to year 2 at 96% with 75% at A-B (increase from 27%)* *Improvement in Mathematics achievement A-C in years 3 to 6 from 91% to 92% with 50% achieving A-B (increase from 40%)*
	Term 1	Term 2	Term 3	Term 4		
Strategies: • Build teacher understanding and capability in the planning and enactment of the Australian Curriculum with fidelity.						

Actions:
1. *Embed: Before During, After, End moderation cycles (4 phases of moderation).*
2. *Teachers to be provided with release time to engage with the 4 stages of moderation.*
3. *Teachers engaged in the planning phases – including the mapping of Achievement Outcomes in line the P-6 C2C curriculum and Whole-School Plan*
4. *Regular and consistent Leadership Walkthroughs focussed on Sharratt's 5 questions to provide line of sight of enacted curriculum.*
5. *Co-construction of Learning Walls of Units of Work with Students.*
6. *Develop a process for, and align, regular student feedback to units of work and CASW processes.*

Responsible officer(s):
Principal
Experienced Snr Teachers
Support Teacher
HOSES

Resources:
School funded teacher release to engage in moderation practices.
Clarity – Sharratt
CARF

Queensland Government

School priority 2:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Inspiring excellence through inclusive pedagogy	**Green** –on track, **Yellow** – underway, **Purple** – yet to commence. Shade cell at the end of each term after reflection based on progress.				*By the end of 2024, following successful implementation of whole-school pedagogies and consistent use of high-impact teaching practices the following will be evident:*	• *Increased LOA achievement in English from 87.7% of students sitting in the >C result to 92%* • *Retained LOA achievement in Mathematics >C of P-2 at 75%*
	Term 1	Term 2	Term 3	Term 4		• *Increased LOA achievement in Mathematics >C in years 3-6 from 40% to 50%*

Strategies:
- Develop an agreed whole-school pedagogical approach in alignment with curriculum and student needs.

		AIP continued
	• *Every student engaged in high quality teaching and learning* • *Every student achieved 12 months' worth of improvement for 12 months of learning.* • *Intentional planning of pedagogies evident in planning and transferred to classroom teaching*	• *Students retaining or improving LOA with no decrease in individual student achievement* • *Increased attendance by students with <85% attendance from 46.9% (goal = 90% >85%)* • *Decrease in Major Behaviour Incidents < #27 incidents across 5 students (2023)*

Actions:
1. *Collaboratively research whole-school pedagogical approaches that promote the consistent use of high-impact teaching practices aligned to student engagement and LOA achievement.*
2. *Collaboratively implement a research based pedagogical approach to ensure consistent and agreed use of endorsed practices.*
3. *Collaboratively grow, develop, and build staff capability in pedagogical knowledge and data informed practice so all students achieve one year of learning growth for each year of schooling.*
4. *All teaching staff engage with the Reading Modules*
5. *Develop a consistent and researched approach to the teaching of reading in line with the Dept's paper on reading*
6. *Promote a school wide understanding of inclusion.*
7. *Implement supportive differentiation practices to ensure all students are on track to achieve learning goals.*
8. *Refine the process and implementation of ICP's, ILP's, support provisions, and student wellbeing and work collaboratively to establish individual goals and plans.*

Responsible officer(s):
Principal
Senior Experienced Teachers
Support Teacher
HOSES

Resources:
School funded staffing – Teacher release and support
Cluster Learning Group
Age-appropriate Pedagogies documentation
Pedagogical study and research materials
Clarity "Sharratt"
Visible Learning "Hattie"
Department of Education – Reading Portal https://det-school.eq.edu.au/reading

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School priority 3:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Culture and inclusion	**Green** –on track, **Yellow** – underway, **Purple** – yet to commence. Shade cell at the end of each term after reflection based on progress.				*Intentional inclusion of inclusive practices (including outdoor learning) experiences in Unit planning* *Consultation with First Nations school body becomes part of the 'Beerburrum Way'* *Reduced behaviour incidents and SDAs* *Increased attendance resulting in increased LOA's and student wellbeing*	*2024 Prep SDAs #0* *2023 SDAs #2* *2024 Attendance P - 6 90%* *2024 Attendance P- 6 >85% 90%* *SOS 2024 Staff Morale 95%*
	Term 1	Term 2	Term 3	Term 4		

Strategies:
- Develop and embed whole-school processes and strategies to maximise student engagement and behaviour

Actions:
1. *Regular opportunities to celebrate and recognise culture.*
2. *All reaches receive coaching/mentoring in progressing the achievement of highly able students.*
3. *Embrace diversity and value culture by creating welcoming, inclusive and accessible learning environments.*
4. *Create an indigenous parental advisory group to consult with regarding first nations partnerships and initiatives within the school.*
5. *Partnership with" The Outsiders - Play Advocates" to develop authentic learning opportunities through play including the use of outdoor learning spaces.*
6. *Targeted Parent workshops and professional development sessions.*
7. *Develop ongoing opportunities for families to engage in classroom and extra curricula events.*
8. *Refine behaviour matrix to align with current school and community values.*
9. *Use of "Comic Strip Debrief" strategy to empower and teach students around social interactions*

Responsible officer(s):
Principal
Senior Experienced Teachers
Support Teacher
Teacher-Aides
Administration Staff
Wellbeing committee

Resources:
School funded Teacher and T-A release to engage with "The Outsiders" full day PD session.
Physical equipment for outdoor learning opportunities
Ex Snr T to provide PD on Comic Strip Debriefing (staff meeting)

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal: Amanda MacKellar   **P&C/School Council President:** Shannon Wright   **School Supervisor:** Martin Leach

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