



Birkdale State School Annual Implementation Plan 2021



School Improvement Priorities 2021

Every Child and Student Succeeding

Evidence Based Teaching and Learning

Strategy: Data Driven Reading Program –ACARA English. Include coaching mentoring and feedback practices

As per BSS Explicit Improvement Agenda

Actions	Targets	Timelines	Responsible Officer/s
<p>Focus on targeted teaching of ACARA English Units P-6</p> <p>Explicitly focussing on Reading through the embedding of the Birkdale State School Reading Framework including decoding/comprehension skills and targeted teaching of ACARA English</p> <p>Data driven student differentiation for Reading, Writing, Speaking and Listening, with a focus on improvement in the Upper 2 Bands</p> <p>Data determined, differentiated, individual student goals, strategies and targets for student improvement through Bump It Up Walls and Proficiency Scales</p> <p>Building staff capacity intentional collaboration /Collegial Engagement/Peer Coaching approach; enhancing strong metalanguage, pedagogy and assessment and reporting practices</p>	<p>All P-2 A-C 85% A-B 45% C – 40% D-E 15%</p> <p>All 3-6 A-C 90% A-B 40% C 40% D-E 10%</p>	All Year	P/DP/STEM, U2B /YLC/CT
Data driven student differentiation for Reading with a focus on improvement in the Upper 2 Bands	<p><u>Year 3</u> NMS 97% U2B 50%</p> <p><u>Year 5</u> NMS 97% U2B 40%</p>	As per plan	P/DP/YLC/CT
Individual student goals, strategies and targets for student improvement	Student goals derived from literacy continua		P/DP/YLC/CT
Building staff capacity intentional collaboration /Collegial Engagement/Peer Coaching strong metalanguage and Reading pedagogy	Gradual Release model for coaching 80% of teaching staff involved		P/DP/YLC/CT

Strategy: Develop Whole School Writing - ACARA English

As per BSS Explicit Improvement Agenda			
Actions	Targets	Timelines	Responsible Officer/s
Focus on targeted teaching of ACARA English Units P-6 Data driven student differentiation for Reading, Writing, Speaking and Listening, with a focus on improvement in the Upper 2 Bands	<u>Year 3</u> NMS 97% U2B 50%	All Year as per Plan Ongoing	DP/ Leadership
Data driven student differentiation for Writing with a focus on improvement in the Upper 2 Bands	<u>Year 5</u> NMS 97% U2B 20%		P/DP/YLC/CT
Individual student goals, strategies and targets for student improvement – Bump It Up Walls/ Proficiency scales	Student goals derived from literacy continua	As per Plan	P/DP/YLC/CT
Building staff capacity intentional collaboration /Collegial Engagement/Peer Coaching approach; enhancing strong metalanguage, pedagogy and assessment and reporting practices	Gradual Release model for coaching 60% of teaching staff involved	All Year as per Plan Ongoing	DP /YLC
Strategy: Implement a goal setting approach to learning plan			
Actions	Targets	Timelines	Responsible Officer/s
Implement whole school goal setting – using – Bump It Up Walls/ Proficiency scales	All students have reading goals	Ongoing	DP/ Leadership
Use You Can Do It keys for success to establish learning goals across whole school	All students have YCDI goals	Ongoing	DP/ Leadership/PBL
Investigate 3 Way Reporting using goal setting	5 Trial classes	Term 3	DP/ Leadership
Strategy: Data driven Numeracy Program– ACARA Mathematics			
Actions	Targets	Timelines	Responsible Officer/s
Embed ACARA Mathematics units as the predominant teaching and learning sequences for mathematics at Birkdale State School	<u>Year 3</u> NMS 97% U2B 48%	As per plan	P/DP/YLC/CT
Data driven student differentiation for Numeracy with a focus on improvement in the Upper 2 Bands – include individual student goals, strategies and targets for student improvement	<u>Year 5</u> NMS 97% U2B 30%		P/DP/YLC/CT
Provide students with explicit strategies / tools for problem solving – Bump It Up Walls/ Proficiency scales	All staff using Problem BSSMP	ongoing	P/DP/YLC/CT
Intentional collaboration /Collegial Engagement/Peer Coaching; Embed ACARA Mathematics across Birkdale State School	Gradual Release model for coaching 80% of teaching staff involved		P/DP/YLC/CT

Student Centred Curriculum: implementation of the Australian Curriculum

Strategy: Ensure planning and assessment cycles focus on differentiation for students			
Actions	Targets	Timelines	Responsible Officer/s
Clearly articulate sequences of learning for each year level ensuring focus on differentiation for students	100% teaching staff involved	Once per term	DP /YLC
All Year levels working with DPs to support planning, assessment and moderation cycles		Ongoing	DP/ Teachers
STEMs to be implemented and embedded across curriculum units		Ongoing	DP/STEMs/ Teachers
Strategy: Digital Technology			
Actions	Targets	Timelines	Responsible Officer/s
Embed digital technology and learning in a measured and sustained way across ACARA units using AAP/NPDL to develop readiness for the digital future	Improved student achievement in the number of students receiving A's and B's In English, Maths and Science.	ongoing	YLC/Ped Coach
Develop processes to support digital innovation and risk taking		S2	YLC/Ped Coach
Enhance connectivity throughout the school to enable utilization of flexible learning spaces		As per rollout	P/BSM/ YLC/Ped Coach
Strategy: Service Learning (Citizenship)			
Actions	Targets	Timelines	Responsible Officer/s
Provide curriculum opportunities for students to engage and be part of the local and global community	Gradual Release model 50% of teaching staff involved	Ongoing	DPs/HOSES/ Teachers
Increase awareness of diversity, inclusivity and the role of the learner in supporting difference			

Cycles of Inquiry

Strategy: EMBED the Whole School Pedagogical Framework based on Student Centred Learning and the Cycle of Inquiry			
As per BSS Explicit Improvement Agenda			
Actions	Targets	Timelines	Responsible Officer/s
Use State Schooling Strategic Plan/ AAP/ NPDL Marzano (Art and Science of Teaching – ASOT) to stimulate and support inquiry based learning.	Gradual Release model 80% of teaching staff involved	Ongoing	P/DPs/HOSES/YLC
Ensure resourcing is directly linked to student outcomes. Includes physical, human resources and professional learning	As per School Improvement Agenda	Ongoing	P/DP/HOSES/YLC
Embed Goal setting through Bump It Up Walls and proficiency scales across year level moderation	Gradual Release model for coaching 80% of teaching staff involved	Ongoing	P/DPs/HOSES/ Coaches
Increase the number of teachers engaged in Instructional Coaching and Watching Others Work			

Supportive School Environment

Strategy: Diversity and Inclusivity: You Can Do It ADD REBOOT			
Actions	Targets	Timelines	Responsible Officer/s
Embed whole school implementation of the five foundations – Getting Along, Confidence, Persistence, Resilience, Organisation into the Positive Behaviour for Learning Framework	Gradual Release model 100% of teaching staff involved	T1 -4	Leadership Team/ HOSES/ PBL Team/Teachers/ Community
Explicitly identify and teach expected behaviours for academic and social success		T4	
Focus on implementing “REBOOT” strategies in all classrooms		Ongoing	
Implement goal setting and differentiation in all areas of the school			
Continue to enact Attendance Strategy	95%	T 1-4	Leadership
Strategy: Wellbeing			
Actions	Targets	Timelines	Responsible Officer/s
Develop and implement a Student and Staff Wellbeing Frameworks	Community aware through documents Facebook/ website	End S1	Leadership Team/ Teachers/ Community
Set clear expectations charter for staff, students and parents including roles and responsibilities and actions in the school		Term 1	
Strategy: Community Engagement			
Actions	Targets	Timelines	Responsible Officer/s
Revisit Parent and Community Engagement Framework	Community awareness through documents Facebook/ website	Term 1	Leadership Team/ PBL/ Teachers/ Community
Develop process for P&C and wider community to be involved in enhancing supportive school environment		End S1	

Endorsement

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



Principal



P and C / School Council



Assistant Regional Director