

Our three School Improvement Priorities
I Am Critical & Creative | I Am Me | I Am Connected

Our Vision
Inspired. Innovative. Involved.



One motto: Strive to Excel
Two areas for focus: Pedagogy and Wellbeing
Three drivers / enablers / values:
Consistency, Ownership, Feedback
Our Improvement Agenda: Reading



Focus: Wellbeing

Develop and embed the goals of the *Positive Behaviour for Learning (PBL)* program, continue to exceed a 4:1 positive to negative behaviour ratio, maintain a focus on positive behaviour and introduce a Tier 2 support program to respond to student needs.

Build school community understanding of the four components of *KidsMatter Framework* to promote and support the mental health and wellbeing of students, parents/carers and staff. Continue the development of a positive school culture, enhance the provision of “wrap around support” and communicate the pathways of response available to students and their families – with the goal of initiating the appropriate response within 10 school days of a *Case Management* application.

Strengthen the active participation of all school community members through the shared development of the Belmont State School *Apex* (student-home-school triangle) framework – promoting and supporting improved communication and partnerships to enhance learning.

Refine and expand the Belmont State School *Prep Transition Program*, building meaningful and collaborative partnerships with feeder kindergartens and services and increase “pre-school” opportunities and experiences for future Prep students to further ensure a seamless transition to primary schooling.

Focus: Pedagogy

Ensure learning is student centred, purposeful and provides opportunities for success through the continued alignment and use of the *Gradual Release of Responsibility (GRR)* model and a focus on the elements of *Supportive Classroom Environment* and *Intellectual Quality*. Utilise observations and feedback to monitor staff understanding, working to ensure that all students are able to achieve a minimum of one year of learning for one year of schooling. Provide all students with clear learning intentions, timely and specific feedback and undertake the co-construction of success criteria for assessment tasks.

Develop and implement a whole school assessment, moderation and feedback model, based on the “calibration” approach. Within this, ensure a range and balance of assessment is provided, aligned to the *Australian Curriculum Achievement Standards*, with opportunities for teachers to discuss student learning and make consistent judgements.

Expand the range of *STEAM (Science, Technology, Engineering, Arts and Mathematics)* offerings and initiatives across the school. Develop purposeful partnerships, build staff capability and confidence and enhance student opportunities and achievement.

Support and develop increased staff knowledge and understanding of how iPads can be used as a learning tool (*Pedagogy*), resulting in greater integration of iPads in teaching, learning and assessment activities.

Engage in the *Age Appropriate Pedagogies (AAP)* trial in all Prep Year classrooms, developing balance between student and teacher initiated learning experiences which enhance student engagement, creativity and agency. Utilise a range of assessment modes to allow students to demonstrate their skills and understanding.

Undertake a *Higher Order Thinking (HOT)* action research trial (five classes/year levels) with a focus on inquiry based learning, thinking routines and questioning. Support all teachers to engage with and explore *HOT* strategies and create differentiated learning pathways for students.

Refine *Professional Learning Communities (PLC)* to support collaborative conversations, make evidence based decisions and enhance a collective responsibility to ensure every student is learning.

Our Improvement Agenda: Reading

Maintain a “sharp, narrow and precise” focussed *Explicit Improvement Agenda* through high quality teaching of guided reading and targeted professional development and learning.

Continue to facilitate a “whole of year level” school guided reading program from Prep to Year 3 (STaR Reading). Revise the intervention, support and extension opportunities for all year levels to ensure timely and effective response to student needs.

Link/see also: [Investing for Success \(IAS\) 2017 agreement](#)

Mr Carl Smith
 School Council Chair
 Belmont State School

Mr Anthony Palmer
 Principal
 Belmont State School