



Belmont State School | Strive to Excel | Annual Implementation Plan (AIP) for 2018




Element	Actions	Measures	
Wellbeing	<p>Positive Behaviour for Learning (PBL) Ensure PBL features are embedded to maintain "Showcase" school status, including increased and enhanced provision of Tier 2 support.</p>	<p>Maintain PBL Team and a focussed PBL Action Plan that is responsive to data and context and supports students and staff. Grow Tier 2 Team and ensure timely and appropriate identification, support and intervention for learners.</p>	<p>Positive to negative ratio exceeding 4:1 "Red zone" students < 2% Schoolwide Evaluation Tool (SET) achievement = 100% Effective Behaviour Systems (EBS) achievement > 80% School Opinion Survey (SOS) parents/carers item S2012 and SOS staff item S2074 (<i>behaviour well managed</i>) > 95% SOS students item S2044 (<i>behaviour well managed</i>) > 90%</p>
	<p>Kidsmatter Equip students with the ability to manage feelings, friendships and solve problems. Ensure education for and working with parents and families to support wellbeing and mental health.</p>	<p>Maintain Kidsmatter Action Team to continue to support and lead implementation of all four Kidsmatter components, including associated professional development activities.</p> <p>Trial a possible whole of school Social and Emotional Learning (SEL) program – "Second Step" – in selected classes.</p>	<p>SOS parents/carers item S2021 (<i>interest in wellbeing</i>) and SOS students item S2063 (<i>teachers care</i>) > 95%</p> <p>Kidsmatter parent survey "<i>Working with parents and carers</i>" and "<i>Helping children with Mental Health difficulties</i>" > 85%</p> <p>Locally collected data regarding trial SEL program – also utilise Kidsmatter student and staff surveys</p>
	<p>Staff Wellbeing Support staff health and wellbeing by developing, implementing and evaluating staff wellbeing strategies, based on need.</p>	<p>Maintain and refine Health, Safety, Wellbeing Team to lead, in consultation with staff, the development of a school Staff Health and Wellbeing Plan.</p>	<p>SOS staff item S3224 (<i>wellbeing a priority</i>) > 95%</p> <p>Locally collected data regarding Staff Health and Wellbeing Plan and implementation</p>
Pedagogy	<p>Classroom Instruction – the "Language of Learning" Develop a common and consistent "Language of Learning". Students use Success Criteria and Feedback from their teacher to articulate their current learning position and their next steps in learning.</p>	<p>Maintain use of Gradual Release of Responsibility (GRR) and "Waterfall" model for curriculum delivery.</p> <p>Implement the 3 Questions about Learning across the school to increase student efficacy: What are you learning? How are you going? What is next?</p>	<p>All classrooms have consistent use of "Language of Learning"</p> <p>SOS students items S2040 (<i>useful feedback provided</i>), S2051 (<i>understand how assessed</i>) and S2060 (<i>teachers clearly explain what is required</i>), SOS staff items S3221 (<i>staff work as a team to deliver improved outcomes</i>) and S3238 (<i>confidence using student assessment data to improve student achievement</i>) = 100%</p>
	<p>Assessment, Moderation, Feedback Undertake Moderation before and during a unit to provide a consistent judgement of A to E standards in the year level context.</p>	<p>Focus on creating Guides To Making Judgements (GTMJs) and aligned assessment tasks, using exemplars (at and above year level) to ensure consistent teacher interpretation and implementation of the GTMJ.</p>	<p>100% of students can self-monitor and talk about their learning: what they are learning; how they are going to improve; how they are using Success Criteria and Feedback</p>
	<p>Professional Learning Communities (PLCs) Create a systematic approach to collaborative enquiry for the improvement of student outcomes through shared pedagogical practices.</p>	<p>Ensure Year level PLC focus is on impacting student learning through 'tight processes': creating a consistent criteria across the year level, discussing and sharing pedagogical ideas, examining, comparing and tracking student work against criteria.</p>	<p>100% of students demonstrating progress relative to the Year level PLC developed Success Criteria</p> <p>Increase in percentage of students moving from "C" to "B" (or "A") and "B" to "A" in English by the end of 2018</p>
	<p>Digital Technologies Provide students with increased learning opportunities in the area of Digital Technologies. Support teachers to further develop and enhance their knowledge and skills in Digital Technologies.</p>	<p>Trial whole of school Digital Technologies lessons, supported by a specialist, to increase student opportunities and enhance staff knowledge and skills.</p> <p>Digital Technologies Team to explore options for future STEAM units, support colleagues and build and extend links with other schools and industry.</p>	<p>SOS students items S2054 (<i>use ICTs</i>) and S2055 (<i>enjoy ICTs</i>) = 100%</p> <p>Locally collected data regarding "Digital Technologies" lessons (students and staff)</p>
	<p>Age Appropriate Pedagogies (AAP) Continue and expand the inclusion of age appropriate approaches and characteristics in teaching and learning.</p>	<p>Through collaboration and experimentation, Prep and Year 1 teachers embed Age Appropriate Pedagogies in regular classroom learning.</p> <p>Continue involvement in Cluster activities/and group, observing and sharing practice.</p>	<p>Learning episodes demonstrate a balance between planned and spontaneous child and adult initiated learning activities</p> <p>Increased student engagement reflected in improved A-E data (growth)</p>
Thinking	<p>Thinking skills and routines Ensure all students are supported and challenged in their learning. Ensure staff have understanding, ownership and capacity to explicitly teach and integrate thinking skills and routines.</p>	<p>Develop a school Thinking Framework and implementation plan, including the provision of staff development opportunities, through Learning Area specific thinking skills frames (linked to and originating from "Visible Learning").</p>	<p>SOS students items S2057 (<i>schoolwork challenges me to think</i>) and S2058 (<i>teachers challenge me to think</i>) > 95%</p> <p>Locally collected data regarding Thinking Framework roll out (students and staff)</p>
	<p>Real life projects to extend and enhance learning Increase opportunities for "real life" learning experiences for students, both within and beyond the curriculum, including purposeful enrichment opportunities for high achieving students.</p>	<p>Investigate, explore and undertake a range of programs, including: triple i program (commenced 2017), SEAT project, Makerspace opportunities, CSIRO CREST Program.</p>	<p>SOS student item S2047 and SOS parent/carer item S2015 (<i>do interesting things</i>) > 95%</p> <p>Locally collected data on student participation in and enjoyment of activities and competition involvement</p>
Improvement Agenda*	<p>Reading Maintain or exceed current levels of learning, teaching and improvement in the area of Reading.</p>	<p>Continue a focus on consistent understanding and use of high impact Reading strategies, including: Guided Reading Close Reading Response to and use of data Whole School Weekly Reading Strategies STaR Reading (Prep to Year 3)</p>	<p>Progressive Assessment Test – Reading (PAT-R): 100% of students Years 2 to 6 maintaining Percentile Ranking (within margin of error) over 12-month period</p> <p>NAPLAN Reading: Maintain relative gain measures as "similar to" or "above" Similar Queensland State Schools (SQSS) Year 3 U2B: 78%, Year 5 U2B: 53% Year 3 and Year 5 > NMS: 100%</p>
	<p>Writing Investigate learning and teaching of writing, with a view to transitioning to a "Writing" improvement focus in the future.</p>	<p>Utilise NAPLAN Marking Guide in conjunction with assessment tasks in writing.</p> <p>Explore "How to Teach Writing" modules.</p>	<p>Increased student understanding and use of the elements that contribute to effective writing.</p> <p>Enhanced staff knowledge and confidence in explicitly teaching the elements of successful writing across all learning areas.</p>

*See also: 2018 "Investing For Success" agreement

Our vision: Inspired. Innovative. Involved.

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

Endorsement:


Mr Anthony Palmer
Principal
Belmont State School


Mr Carl Smith
School Council Chair
Belmont State School